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Connecticut Department of Correction

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# Annual Performance Report

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2014-2015

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State of Connecticut  
Department of Correction

Unified School District #1  
24 Wolcott Hill Road, Wethersfield, CT 06109

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## State of Connecticut Department of Correction

### Mission Statement



*The Department of Correction shall strive to be a global leader in progressive correctional practices and partnered re-entry initiatives to support responsive evidence-based practices aligned to law-abiding and accountable behaviors. Safety and security shall be a priority component of this responsibility as it pertains to staff, victims, citizens and offenders.*

**PRIDE**  
Professionalism - Respect - Integrity - Dignity - Excellence

The image shows a group of correctional officers in uniform, including black hats and yellow sashes, standing in a line. The text and logo are overlaid on the right side of the image.

### Statement of Non-Discrimination

Unified School District #1 does not discriminate on the basis of religion, color, national origin, sex, sexual orientation, age or disability in providing education services. Unified School District #1 does not discriminate on the basis of disability by denying access to the benefits of district services, programs or activities. Title IX Coordinator: 860-692-7545. Section 504/ADA District Coordinator: 860-692-7545.

# Annual Performance Report

## 2014-2015



State of Connecticut  
Department of Correction

Unified School District #1  
24 Wolcott Hill Road, Wethersfield, CT 06109  
Phone: (860) 692-7805 • Fax: (860) 692-7591



## Connecticut Department of Correction Unified School District #1

### **Mission Statement**

The Connecticut Department of Correction – Unified School District #1 is dedicated to providing quality educational programs for incarcerated individuals so that they can make a successful transition to society. Academic knowledge, vocational competencies, use of technology and life skills integrated with technology are offered to students in a positive environment to foster life-long learning and multi-cultural awareness.

### **Vision**

Unified School District #1 will be recongized for its forward thinking, its connections to the community and ofr the success of its students.



## Achievements of Unified School District #1

2014-2015

- Duplicated enrollment of 13,232 students
- Unduplicated enrollment of 5,765 students
- Average daily enrollment of 2,281 students
- 781 State High School Diplomas were awarded through the GED program
- By completing required Carnegie Units, 10 students were awarded a regular high school diploma through their local school district or the State Department of Education
- 24 students were awarded Credit Diploma Program (AHSCDP) diplomas
- 859 students were promoted to higher class levels
- According to the Test of Adult Basic Education (TABE), students demonstrated an average academic gain of 3.4 years in reading, 2 years in math and 2.7 years in language arts
- 23 students completed college courses
- 1701 students received certificates of attendance or achievement in ABE, GED, TESOL/ESL, and Vocational Education
- 540 students received certificates of completion in Vocational/Technology Education
- 631 Connecticut Career Certificates (CCC) awards were earned
- 397 inmates received Certificates of Completion for participation in Re-Entry classes
- 15 students enrolled and completed Distance Learning Financial Literacy High School Class in collaboration with the CT DLC
- 23 students completed Distance Learning College classes through Charter Oak College

# *Unified School District #1*

**2014-2015**

## *Administrative Staff*

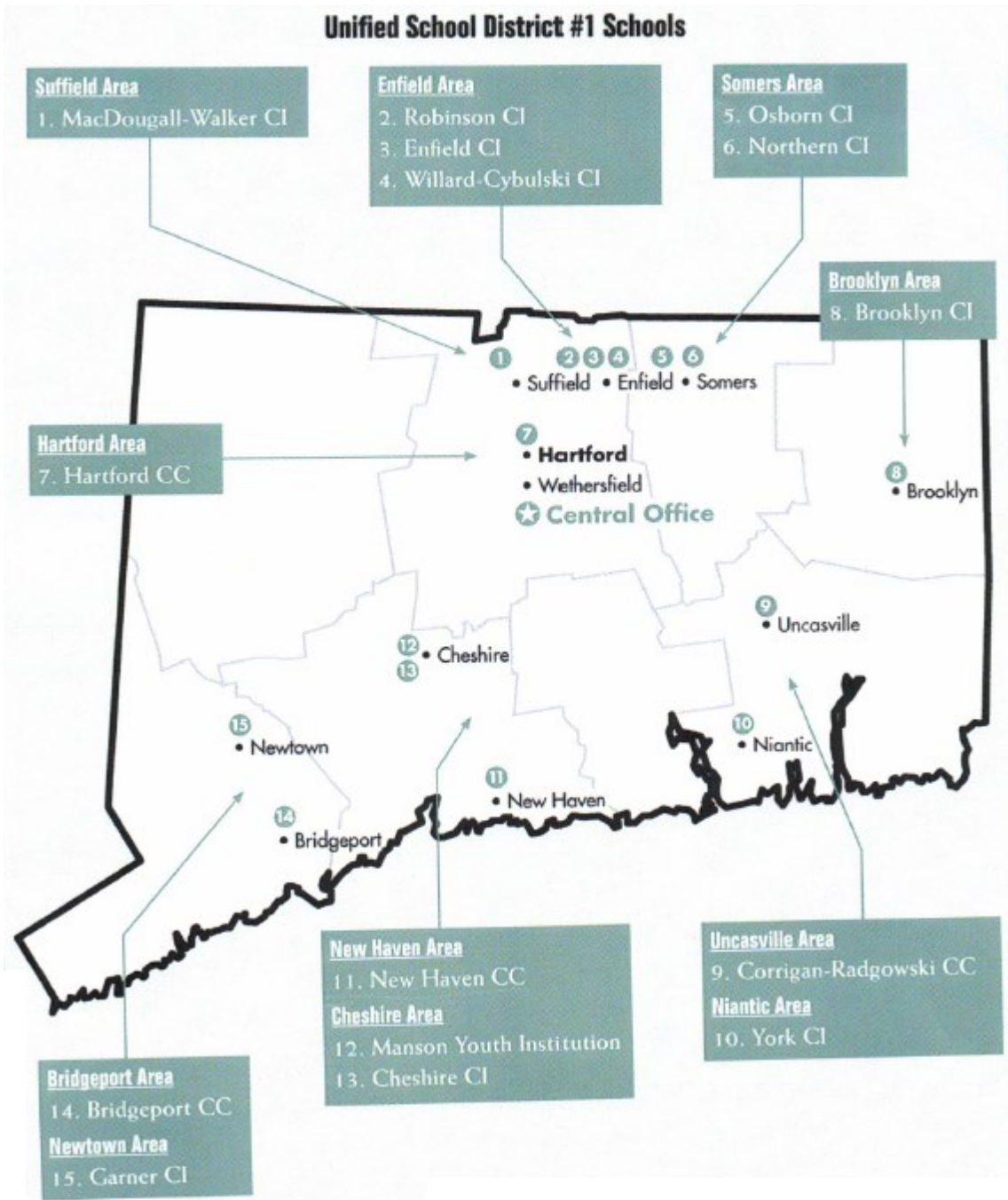
### **District Administrators:**

Kim W. Holley	Superintendent of Schools
Caryn McCarthy	Director of Technical Education & Fiscal Services
Christine Murphy	Director of Special Education / Principal
Gabriel Riccio	Director of Curriculum & Instruction

### **School Administrators:**

Veron Beaulieu	Principal
Timothy Colley	Principal
Dorothy Durst	School Administrator
Mary Greaney	Principal
Mary Kane	School Administrator
Edward Korza	Principal
Karen McTeague	Principal
Michael Nunes	Principal
Maria Pirro-Simmons	Principal
Patricia Stamidis	Principal
Robert Strawson	Principal
David Vitali	Assistant Principal





## *Important Facts & Figures*

### **School Sites**

15 Facilities (statewide)

### **State School Teachers**

102

### **Vocational Instructors**

28

### **Librarians & Library Media Specialists**

5

### **Pupil Services Staff**

16

### **Support Staff**

12 (permanent)

17 (temporary part-time)

### **Department Heads**

5

### **Principals**

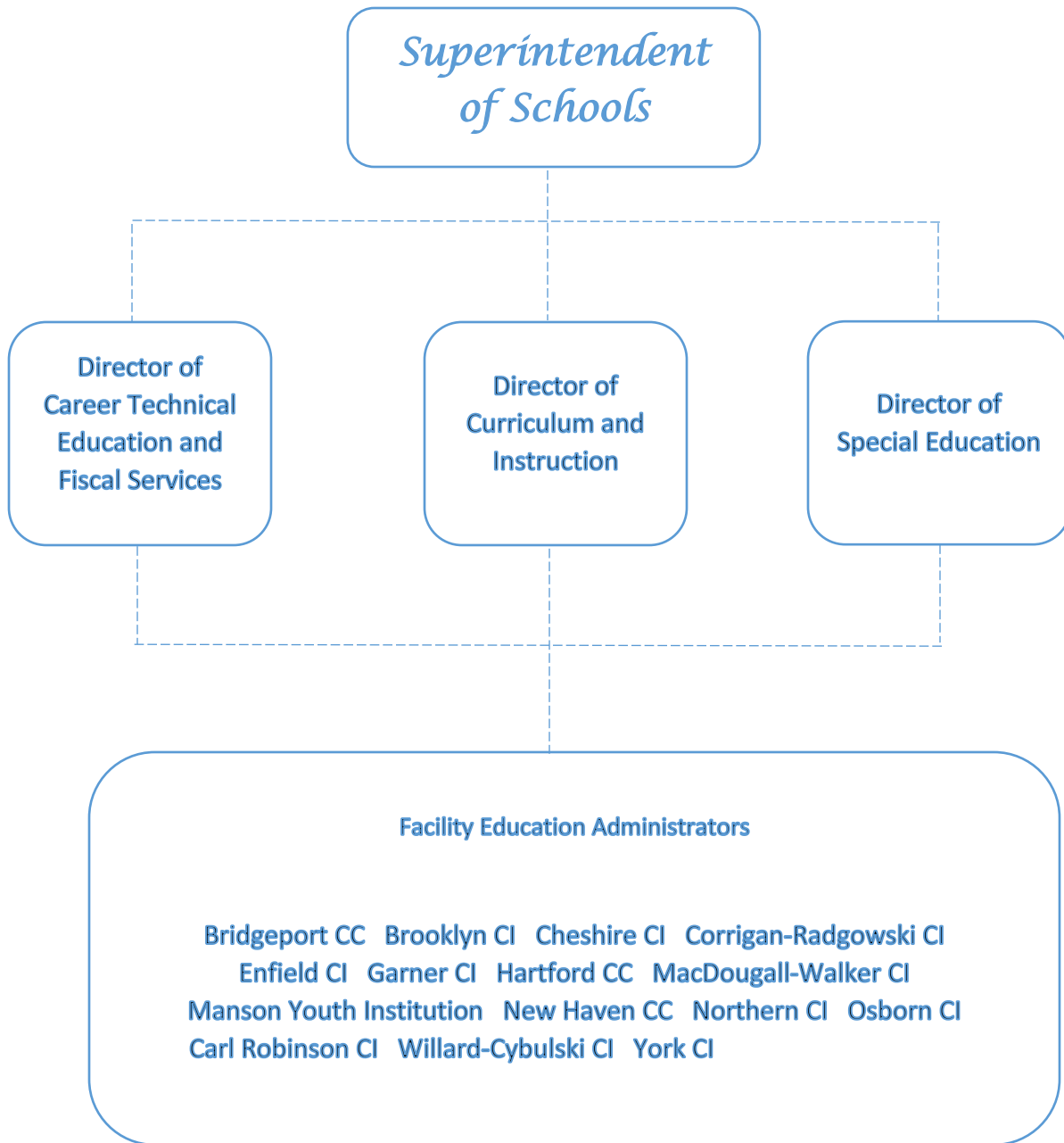
8

### **Central Office Administrators**

4

# *Unified School District #1*

## *Administrative Organizational Chart*



## **Historical Background**

*I*n June of 1969 the Connecticut General Assembly enacted legislation formerly establishing Unified School District #1 (USD#1) as the legally vested school district within the Connecticut Department of Correction (DOC). From a small and limited beginning, the district has grown to be a comprehensive and dynamic component of the Agency's Programs and Treatment Unit. Today, USD#1 is a national leader in correctional education with nearly 200 employees in 15 facilities across Connecticut. Unified School District #1 personnel continue to be responsive to the rapidly evolving landscape of the 21<sup>st</sup> Century by offering a wide range of educational programs to incarcerated men and women in Connecticut.

## **General Information**

*U*nified School District #1 remains dedicated to providing quality educational programming that meets the needs of its incarcerated population and prepares them to successfully transition back to society. Best practices and evidenced-based research are the foundations that support academic knowledge, vocational competencies, life skills development, multiculturalism and technology awareness in a positive and growth oriented environment that prepare students to be life-long learners.

*E*ducational programming is flexible enough to accommodate a variety of learning styles, yet designed to provide the essential structure necessary to support the orderly assimilation of academic, social and emotional skills on a daily basis. Educational programming is designed to provide essential opportunities to offenders while supporting the specific needs of each facility and the mission of the Connecticut Department of Correction. While not all programs are available in each facility, USD#1 offers instruction in Adult Basic Education (ABE), General Education Development (GED), Teaching English to Speakers of Other Languages (TESOL), and a wide variety of Career-Technical Education programs (CTE). Additionally, certified educators provide opportunities for students to explore other topics vital to their personal growth and development. These include, but are not limited to, Family Education, Parenting, Re-Entry, and an assortment of Continuing Education options when available. The talented and dedicated professional in USD#1 are grounded in the knowledge that recidivism is reduced by helping offenders become educated and mature citizens who transition from prison as positive and responsible contributors to the larger community.

*D*uring the 2014-2015 school year, USD#1 engaged approximately 13,200 students in learning in 15 schools across the DOC correctional community. The vast majority of adult students (22 year of age or older) attend classes at least 15 hours per week while students under the age of 18 are afforded a 25-hour instructional week. Core academic instruction is designed and delivered across the content areas of English Language

Arts, Mathematics, Science and Social Studies regardless of which model is in use. On average, students in USD#1 have a functional grade level equivalency between 5<sup>th</sup> and 6<sup>th</sup> grade upon entry.

## **Organization**

*T*he Commissioner of the Connecticut Department of Correction is designated as the Chairperson of the school board for Unified School District #1. The authority to administer, organize, manage, and supervise the daily operations of the district is the responsibility of the Superintendent of Schools who may further delegate this authority to other central office district education directors, as necessary. Reporting to the Superintendent are the Director of Career –Technical Education & Fiscal Services, the Director of Curriculum & Instruction, the Director of Special Education, and the facility education administrators. The Superintendent is responsible for: (1) Maintaining oversight and compliance with Agency and State Department of Education policies, procedures and regulations. (2) Developing and implementing progressive district school improvement projects and managing the operational needs of all schools in USD#1. (3) Implementing measures to evaluate the effectiveness of teaching and learning as well as providing support and guidance about education to the Commissioner and his executive team. In collaboration with the DOC Human Resources Department, the Superintendent is also tasked with the maintenance and efficient operation of the hiring and termination process.

*U*nder the guidance and leadership of the Superintendent, the USD#1 Administrative team supports the effective operation of the district. During the 2014-2015 school year, USD#1 employed both certified educational staff and direct and indirect support staff employees in a variety of settings. All professional staff are state certified and must maintain and, when necessary, update their certification to ensure compliance with Connecticut State Department of Education certification requirements. Ongoing professional development opportunities are provided to all certified staff in accordance with best practices. All professional development is founded upon the principle of results-based accountability and focused on improving school effectiveness and achievement for all students in USD#1.

*T*he Superintendent and three (3) Directors are responsible for the coordination of all academic, career-technical and support programs, the development and implementation of new initiatives and state mandates, and the execution of a comprehensive and coherent accountability system that supports improved teacher practice and student achievement. School principals and site administrators are responsible for the daily operation of educational programming in one or more facilities across the District. While staff complements

will vary by site, schools in USD#1 employ certified educators across a wide range of endorsement areas to meet the specific needs of each facility's population.

*E*ducational programs are offered in the areas of Academic Education, Career-Technical Education, and special services for students with disabilities. Specific programs will vary by site and may include instruction in Adult Basic Education (ABE), General Education Development (GED), alternative high school programs including Credit Diploma Program (CDP) and a Connecticut High School Diploma (HSD), Teaching English to Speakers of Other Languages (TESOL), and various Career Technical education programs and trades.

*O*ther programs include community reentry and transition services, family education and parenting, and a variety of other personal and social development programs. College credit programs are offered to eligible students through grant programs, as well as through correspondence courses and CLEP/DSST testing programs at some facilities.

# *Program Descriptions and Participation*

USD#1 offers a variety of educational opportunities for students. Not all programs are available in all facilities.

## **Academic Education**

- **Adult Basic Education (ABE)**

ABE is the primary program of education designed to provide academic skills instruction in the areas of English Language Arts, Mathematics, General Science and Social Studies. Students are placed in classrooms based on their academic proficiency at an appropriate instructional level. This tiered program aligns with College and Career Readiness standards and focuses on increasing proficiency through the eighth grade level.

- **General Education Development (GED)**

The GED program is designed for students whose academic skills are above the eighth grade level. Instructional content is aligned with College and Career Readiness standards and is designed to provide ample opportunity for students to improve their skills in English Language Arts, Mathematics, General Science and Social Studies while they are preparing to earn a high school diploma through the examination process.

- **Teaching English to Speakers of Other Languages (TESOL)**

This program provides instruction for students whose primary language is not English. Focus is placed on learning to speak, read and write English and assists students in the development of skills necessary for career readiness and post-secondary opportunities.

## **Career Technical Education**

Career Technical Education (CTE) programs are offered at many of our facilities. These programs combine classroom instruction and hands-on training across a wide array of trades and vocations. Students are taught a variety of marketable skills in preparation for entry-level employment when they transition to their respective communities.

USD#1 vocational instructors, certified by the Connecticut Department of Education in their particular trade area, participate in curriculum development and revision to stay up-to-date with rapidly evolving industry standards. Community partnerships are established and maintained with many non-profit organizations to provide on-the-job experiences for students in an assortment of fields. As part of the learning experience, students receive instruction and acquire essential skills in the technologies specific to the course of study in which they participate.

Within the Career Technical Education program is a smaller component known as the Prospective Apprenticeship Program. Coordinated through the Connecticut Department of Labor, these programs provide real work training and experience for identified vocational programs.

The District participates in several outreach programs within the community. Students support the organizational mission of these community-based programs in a many ways, including but not limited to, pamphlet design and production, brochure creation, wheelchair repair for needy children, and the creation of braille books for the blind.

***The following CTE programs are offered:***

- **Auto Body Repair Technology**

This program emphasizes the fundamentals of safety, welding, straightening, refinishing, mechanical principles, manual skills, and auto framework in an environment that stresses positive work habits. Students complete 300 hours of theory and 600 hours of shop practice in the areas of safety, metalworking, surface preparation, painting, glass, and estimating. Our instructors provide students with the necessary skills to acquire well-paying jobs in the auto body industry in their communities.

- **Automotive Technology**

This is a technical program designed for students that wish to attain a career as an automotive technician. Theory combined with practical applications of automotive systems and components are studied in detail. Instruction in diagnostic testing, precision measuring tools, and automotive troubleshooting are emphasized. Our instructors provide students with the necessary skills to acquire well-paying jobs in the auto body industry in their communities.

- **Building Maintenance**

The Building Maintenance program teaches students the skills and techniques used in many building trades including electrical, plumbing, carpentry, masonry and more. Students learn how to repair and maintain residential and commercial structures and systems. The skills and knowledge provides students with the essential tools needed for related career paths.



### **Business Education**

*T*his program provides student with the knowledge and skills necessary to obtain entry-level employment in the business sector.

- **Carpentry**

*I*n this program student learn shop safety, the proper use of tools, and terminology related to carpentry. Students are tasked to draft blueprints for houses using industry math skills and calculations consistent with the construction field. At the conclusion of this program students will produce a perfectly scaled model house that meets all current building codes.

- **Commercial Cleaning**

*T*his 30-week program focuses on basic and advanced commercial cleaning techniques. The program covers the chemistry of commercial cleaning, handling of hazardous and infectious waste, and the basic cleaning procedures for floor, tile, and carpeted areas including restrooms and other areas of heavy traffic. In phase two, the student is taught advanced procedures for maintaining all types of surfaces, as well as the necessary skills to recognize and operate various types of equipment. Graduation from this program can assist students in obtaining a job in the community.

- **Computer Education**

*T*he Computer Software Application Technology course is designed to provide students with an introduction to computer operations and with the application of various software packages and programs. Students begin with simple software programs and progress to more sophisticated packages as their individual skills expand. Software programs introduced include, but are not limited to, Microsoft Office products, Visual Basic, Adobe PageMaker, and InDesign Adobe Illustrator. Students design and complete projects using these software packages during their tenure.

- **Computer Repair**

*A*+ Certification in Computer Repair means that students will possess the skills, knowledge, and customer relations skills essential to be a successful computer service technician, as defined by experts from companies across the industry. This course covers a broad range of hardware and software technologies and provides industry-level training for students and readies them to be become A+ certified.

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- **Cosmetology/Barbering**

*T*his program prepares students to become licensed barbers and cosmetologists. Course requirements include 1500 hours of theory and practical experience to qualify for licensure. A rigorous set of criteria is required for entrance into the program. The classroom is designed to simulate an actual salon environment including appropriate business behavior. Upon completion, students receive information about grant opportunities to take the state examination from the CT Department of Labor. Approval for licensure is determined through the State Board of Health and Addiction Services.

- **Culinary Arts**

*T*his course stresses safety and sanitation as well as tool and equipment usage. Through practice and discussion, students are taught skills in basic cooking methods, culinary techniques, weights, measures, and recipe conversions. Participants earn a ServSafe Certificate after passing the National Restaurant Association test. This program is apprenticeship approved through the CT Department of Labor.

- **Drafting CAD/CAM**

*T*he curriculum includes mechanical/architectural drafting and blueprint reading and is broken into two sections, hands-on and CAD. The hands-on portion of the course takes approximately six (6) months to complete and includes the drawing of 2D and 3D designs. Orthographic, sectional auxiliary, perspective, dimensioning, and isometric drawings are a few of the areas covered. The CAD component of the course includes units on drawing fundamentals, rendering, plotting, and mesh to name a few. Mathematical computations and problem solving abilities are some key areas developed when working in this course. The course takes approximately one (1) year to complete and is designed for entry level employment.

- **Electro-Mechanical Technology**

*T*his program provides students with theory-based instruction and hands-on experience in the areas of electronics, electrical circuits, mechanics, pneumatics, hydraulics, and computer programming. It also includes repair of equipment to include washing machines, dish washers, electrical hand and bench tools such as lathes, drills, saws, grinders, and polishers. Technicians apply their knowledge of programming and installation to repair robots and other related equipment such as programmable controllers, end of arm tools, hand tools, and testing instruments. They also develop and learn to follow manual schematic diagrams and blueprints. Graduation from this program can assist students in obtaining an industry-related job in the community.

- **Graphic and Printing Technology**

*This* course is designed to provide students the opportunity to learn the skills necessary to work in the printing field. Students gain an understanding of the overall printing process to include graphics layout, design, production printing and binding. Students concentrate on proper shop safety procedures and develop desktop publishing skills. Each student receives hands-on instruction operating single color offset presses, two color presses, paper cutters, and bindery equipment. Class theory work includes learning industry terminology, and managing quality control processes. Students learn basic equipment maintenance, equipment issue diagnoses and minor equipment repair.

- **Horticulture/Landscaping Technology**

*This* vocational program is designed to prepare offenders for entry level jobs in the field of agriculture/horticulture. Participants complete both classroom and hands-on components.

- **Hospitality Operations Technology**

*This* program prepares student to work in the field of hospitality. Skill-based training for 12 of the major positions of employment within the hospitality industry are available. During this six (6) month course, students learn about guest service professionalism, safety and effective communication. The lodging and hospitality industry is a diverse and rapidly evolving field. Many opportunities are available for entry level staff who are dedicated to a career in this field.

- **Machine Tool**

*This* course provides student with a basic understanding and training in the fundamental and principles of machine tooling. Students study units in machine shop safety, math, blueprint reading, physical properties and identification of metals, measuring instruments, hand tools, and machinery. A major area of concentration is machine shop measurement. Tools that are included in this area are: rulers, squares, calipers, dividers, protractors, indicators and micrometers. Hands-on training for the following machinery is also introduced: engine lathe, band saw drill press, surface grinders, Bridgeport milling machine and vertical miller. Training includes both set-up and operation of these machines.

- **Small Engine Technology**

*This* program instructs students in the repair of two-cycle, four-cycle and marine engines. It engages students in hands-on training and theory. Instruction is offered by a qualified supervisor and includes periodic tests in theory and practice. This program is a great tool for students seeking employment in the community.

- **Wheelchair Repair**

The Wheelchair Repair program provides students with basic knowledge and entry level skills in industrial mechanics through the use of hand tools and diagnostic techniques in assessing wheelchair reconditioning and repair. The course also focuses on developing good work habits and safety practices for all students within a shop environment. Wheelchairs are fabricated for other State Agencies as well as our primary benefactor, “Joni & Friends: Wheels for the World”, who supply the majority of wheelchairs and materials that keep the program functioning at a high level. Last year this program delivered hundreds of refurbished wheelchairs worldwide thanks in large part to our partnership with Joni & Friends.

## **Additional Programs**

- **Extension Curriculum**

An extension curriculum is provided for students programming in the areas of Family Education, Transition Skills, HIV/Aids, Sexual Harassment, Suicide Prevention, and Creating Climates of Respect. These curricula are incorporated into classroom instruction on an ongoing basis.

- **Family Education and Parenting**

The parenting program is designed to help students with children become responsible parents. While attending classes, students learn effective parenting skills including how to parent from a distance, discipline techniques, and communicating with children. The “Read to Your Children” program is designed to foster a bond between a child and his/her incarcerated parent. USD#1 creates and maintains a collection of children’s books that inmates can select from and read to their child during regular visiting hours.

- **Reentry Classes**

Student who are expected to be released within six (6) months are encouraged to attend a 21-day Reentry class that focuses on community reintegration. This curriculum prepares the students to return to the community and assists the student in obtaining identification, birth certificates, state identification cards, and social security cards. Focus is also given to preparing for employment and the housing search. Additional components on reuniting inmates with family members and Shaken Baby Syndrome are also included in this curriculum.

- **Special Education Classes**

Students who qualify for special education services attend classes in a resource room setting or through collaboration with a special education teacher. Special education teachers work on specific goals and needs as identified in the student's Individualized Education Plan (IEP).

- **Technology Education**

All students participate in some level of computer instruction throughout the year. Students are offered many opportunities to increase their knowledge of basic academic skills in reading, language arts, math, science, social studies, and career technical education through computer assisted instruction. Non-English speaking students and students with special needs have opportunities to use technology in their daily education programs to supplement their instruction. The majority of classrooms within the district are equipped with computers.

## Student Services

- **Assessment**

The Test of Adult Basic Education (TABE) and the CASAS Employability Competency System (ECS) are administered to all students who do not hold a High School Diploma or General Education Development Diploma. The TABE and ECS batteries are administered three (3) times each year to assess student growth at the district level.

The TABE test is used to assess student grade level performance in the areas of Reading, Math, and Language Arts. Testing data is used to inform appropriate placement, plan programming, and measure student progress. The ECS competency-based series provide vital data that helps schools in USD#1 identify the reading and math skills that students need to succeed in the workplace.

In addition to standardized testing, other prescribed testing is utilized to determine cognitive and/or behavioral needs, assess specific academic strengths and weaknesses, and provide additional information to educational professional in our schools.

- **Career Resource Fairs**

Career Resource Fairs are held for students at varying times throughout the school year at many of our sites. USD#1 professional and support staff organize and invite representative from state and local agencies and businesses to facilities to assist inmates with reentry planning.

- **Library/Media Centers**

Libraries/Media Centers are operated at select facilities based on student needs and staff availability. Borrowing privileges are extended to students and, when appropriate, general population inmates to

support literacy and personal growth. When appropriate, teachers work with certified library staff to provide their students with extended opportunities to read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Many teachers also maintain classroom literary collections for student use.

- **Pupil Services**

*U*SD#1 provides support services to our students. Staffing includes school psychologists, school counselors, and school social workers. Our pupil services staff provide guidance and counseling in the areas of transition, student recruitment and placement, high school credit and diploma options, group and individualized services and student evaluation.

*P*upil Services staff also create and maintain career information centers and career guidance activities for students. Counselors and psychologists assist students with the exploration and identification of career path plans to enable them to make informed decisions about educational and workplace options. In many cases, pupil services staff coordinate and administer standardized tests, achievement tests, and vocational interest and aptitude tests to support student growth and development. Focus is placed on student acquisition of problem-solving skills, communication skills and employability skills that assist students in reaching their full potential academically, behaviorally and socially.

- **Special Education and Related Services**

*A* comprehensive identification and referral process is used to identify individuals remanded to the Connecticut Department of Correction that are found to be in need of special education services. These services are provided to students who have an Individualized Education Plan (IEP), an Individualized Accommodation Plan (IAP) or are eligible for accommodations under Section 504 of the U.S. Rehabilitation Act.

*C*ertified special education teachers and pupil services specialists provide special education services as deemed appropriate by students' IEPs. Staff collaborate with regular educators to ensure identified special education students are serviced with their non-disabled peers in the least restrictive environment. This collaborative effort provides strategies, modifications and accommodations to ensure that eligible students with disabilities make progress in the general education curriculum. Related services are provided in areas such as individual and group counseling, occupational therapy, and speech and language therapy when indicated by the Planning and Placement Team (PPT). Inter-agency and inter-district collaboration is used to ensure special education students returning to their communities receive the appropriate support and guidance to be successful and positive contributors to society.

## Continuing Education

Students who are high school graduates or have equivalent credentials or a GED may take part in a wide variety of continuing education opportunities. Some post-secondary academic programs and Career Technical Education programs are available to students who meet eligibility requirements.

- **College Courses**

A number of for-credit college course and non-credit courses are available to students through the state community colleges and private accredited educational institution of higher learning. Students are able to attend based on specific college screenings or college requirements as determined by the individual entities.

- **Correspondence Courses / CLEP/DSST Examinations**

Post-secondary students may participate in earning college credits through correspondence courses and the DSST testing program.

## Personnel

- **General Information**

Unified School District #1 employs full-time certified educators across a wide spectrum of endorsement areas including Superintendent of Schools, State School Principals, State School Department Heads, Pupil Services Specialists (School Counselors, School Psychologists, and School Social Workers), State School Teachers, Vocational Instructors, Library Media Specialists, and Librarians. The District also employs full-time clerical staff at Central Office and in many of our facility-based schools. Other support services are also provided by federal part-time clerical staff, Correctional Service Aides and Correctional Transition Instructors. All professional educators are appropriately state certified under an Initial, Provisional or Professional certificate issued by the Connecticut Department of Education.

- **Teacher Education and Mentoring (TEAM) Program**

*Supporting beginning teachers through quality mentorship has been a goal of the Connecticut State Department of Education for decades. The demands placed on new teachers can lead to professional exhaustion and disillusionment if not given opportunities to celebrate success and assess failure with guided support.*

*Teachers are the most valuable resource in education, and high quality performance in teaching is an essential component of educational improvement and reform.*

*Connecticut recognizes that supporting beginning teachers through a well-designed mentoring program is critical for inducting and retaining new teachers to the profession and positively impacting student achievement.*

**TEAM** is a district based program which is intended to assist teachers who are new to the profession in the transition from pre-service to professional practice.

**TEAM** is designed around five professional growth modules in order to provide a framework for the support of new teachers. These five modules are focused on the following domains of the Connecticut Common Core of Teaching (CCT): classroom environment, planning, instruction, assessment and professional responsibility.

*Mentors and beginning teachers focus on classroom practice – within the context of the teacher’s own students, subject, grade level, curriculum requirements and school and district goals. Working in collaboration, mentors and beginning teachers establish the focus of each module and develop a professional growth action plan for the beginning teacher based on an individualized needs assessment. At the culmination of each module, a written reflection paper is submitted by the beginning teacher to a district or regional review committee to determine if the beginning teacher has successfully completed the module.*

<http://www.ctteam.org/>

**All** teachers holding an initial educator certificate in the following endorsement areas: bilingual education, elementary education, English language arts, health, mathematics, science, history/social studies, special education, music, physical education, visual arts, world languages and teachers of English as a second language, receive two years of mentorship and will be required to successfully complete all five modules in order to be eligible for the provisional educator certificate. All teachers holding an initial educator certificate in the following endorsement areas: business education, vocational agriculture, agriculture, home economics, technology education, partially sighted, hearing impaired, blind, marketing educator, occupational subjects in a technical high school, trade and industrial occupations in a comprehensive high school, health occupations in a technical high school, health occupations in a comprehensive high school and unique endorsements in dance, theater and Montessori, receive one year of mentorship and are required to successfully complete two modules of their choice (selected from modules 1-4) to be eligible for the provisional educator certificate.

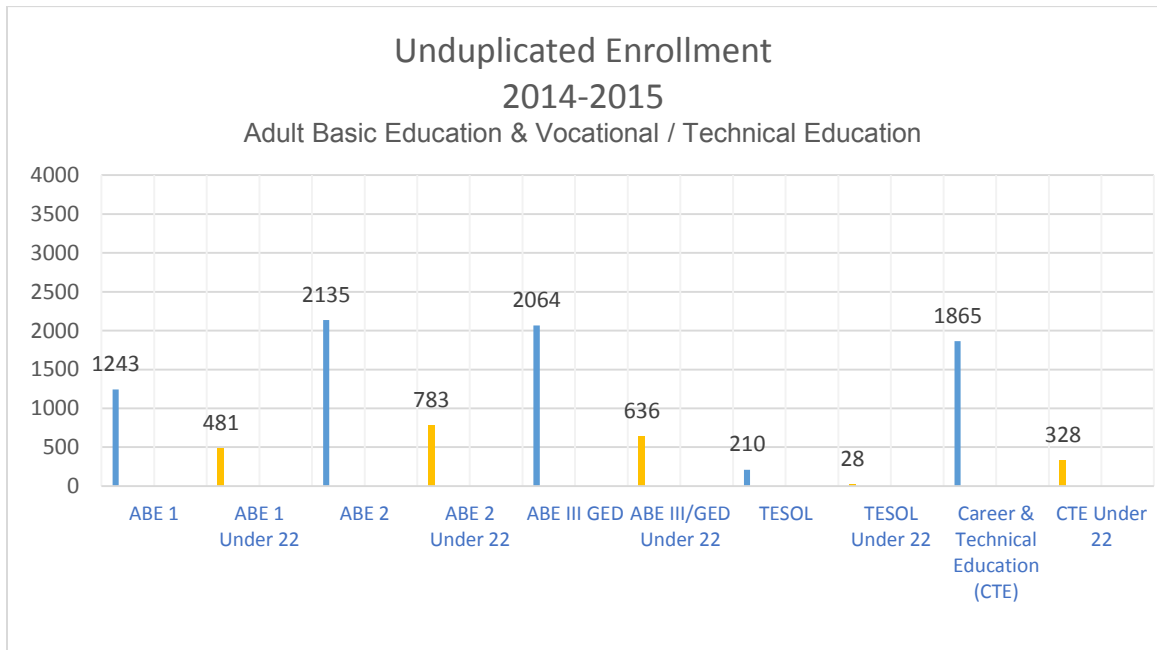
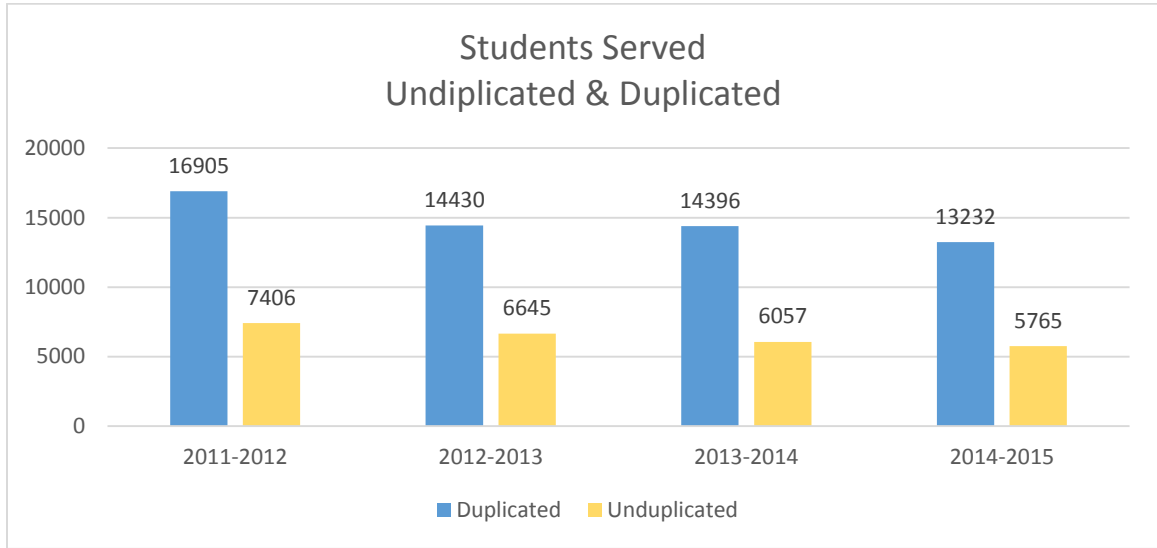
- **Professional Development**



As required by law, USD#1 provides at least 18 hours of planned professional development for its certified staff annually. Topics are identified by a professional development committee and are based on district goals, staff surveys, and student test results and other student academic, social and behavioral needs. In addition, certified staff have contractual language that provides opportunity for them to attend 2 days of appropriate and approved professional development activities each school year. Past professional development has focused on topic including, but not limited to, Data Teams, Affective Domain, Technology, Leadership and the GED 2014.



## Appendix A: District Data



**Participants in USD#1 programs including**

**Post-Secondary**

Adult Basic Education (ABE)	3377
General Educational Development (GED) Program	2064
Career Technical Information (CTE)	1977
Teaching English to Speakers of Other Languages (TESOL)	210
Post-Secondary	188
Reentry	720

**District Performance Information**

**Unified School District #1 Student Performance Information**

**2014-2015**

Performance Item	District
1) Overall growth gain on the Test of Adult Basic Education (TABE)	2.7 year gain over the course of one school year
2) Overall growth gain on Employability Competency System (ECS)	6.5 point gain
3) Number of ABE, GED, and ESL/TESOL students who received certificates of achievement and attendance	557
4) Number of students promoted to higher class levels	859
5) Number of students who received Vocational Certificates of Completion	540
6) Number of students who earned a Connecticut Career Certificate	631
7) Number of students who earned GED diplomas	781
8) Number of students who earned GED diplomas with honors	Information unavailable
9) Number of students who earned CDP diplomas	24
10) Number of students who earned a High School Diploma through Carnegie Units	10



## Appendix B: Student Data by Site

<b>Correctional Facilities:</b>	<b>Mandated Programs Unduplicated Enrollment</b>	<b>Duplicated Enrollment</b>	<b>Number of Students Under Age 22</b>
Bridgeport Community Correctional Center	171	206	75
Brooklyn Correctional Institution	152	197	5
Cheshire Correctional Institution	479	709	48
Corrigan-Radgowski Correctional Center	570	832	85
Enfield Correctional Institution	295	395	12
Garner Correctional Institution	209	426	62
Hartford Community Correctional Center	446	701	121
MacDougall-Walker Correctional Institution	423	730	49
Manson Youth Institution	1,004	5,417	995
New Haven Community Correctional Center	70	78	36
Northern Correctional Institution	8	8	7
Osborn Correctional Institution	494	726	37
Robinson Correctional Institution	347	588	29
Willard-Cybulski Correctional Institution	401	529	20
York Correctional Institution (Women)	685	1,679	107
<b>District-Wide ***</b>	<b>5,765</b>	<b>13,232</b>	<b>1,400</b>

\*\*\* The district-wide numerical totals take into account the fluid nature of the CT DOC inmate population. In some cases, unavoidable overlapping of data may occur.

**Scott Semple**

Commissioner

Connecticut Department of Correction

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***State of Connecticut***



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