



*Canterbury Public Schools
Strategic Plan
2014-2017*

August 2014

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Background and Rationale

Given the variety of initiatives confronting educators in Connecticut and some recent changes in leadership in Canterbury, the Superintendent initiated the process of strategic planning during spring of 2014. A number of activities were organized to collect relevant information and data about the school, community and the direction for public education in Canterbury. Events included focus group meetings with teachers, parents and community members, and a series of meetings with the Long Range Planning Committee listed below. There were opportunities for team members to review a variety of data on the school system, including demographics, student performance data, fiscal information and other relevant information.

Long Range Planning Committee Members

Lois Knapton..... Superintendent of Schools
Brian Tedeschi Principal, Baldwin Middle School
Sarah Cary..... Principal, CES
Jodi Davis..... Director of Special Education
Patrice Hedler..... Teacher
Lynsey Malone..... Board of Education
Christopher Lippke Board of Education
Roy Piper First Selectman
Marion Sheehan Library, Community
Kristin Sweeney Parent
Cheryl Goodyear..... Parent

In addition to those listed, we want to thank other participants for their assistance with the planning process, including all staff of the Canterbury Public Schools. Ms. Dottie Horn was especially helpful with communication and coordinating schedules for the meetings.

Respectfully submitted, August 8, 2014

Scott Nierendorf, Jim Huggins
EASTCONN Facilitators





➤ **About Canterbury Public Schools**

Nestled in Northeast Connecticut's *quiet corner*, Canterbury Public Schools provides educational services to students and families from Pre-Kindergarten through 8th grade. Schools include the Canterbury Elementary and Dr. Helen Baldwin Middle Schools, serving approximately 495 students. An additional 230 high school students attend their high school of choice, at a Board of Education approved high school, which provides a broad spectrum of educational opportunities. A wide range of extremely active and involved civic groups and services provide many recreational and educational activities throughout the town, and there is a strong connection between the schools and municipal resources. Dr. Lois Knapton was appointed Superintendent of Schools in August, 2013.

➤ **About the Strategic Planning Process**

A public school district strategic plan reflects months of thinking and discussion across the district at all levels. It articulates the major goals that will guide the work in the coming years. It builds upon a thoughtful process that links the values and beliefs of the school system with a set of coherent strategies and tasks designed to achieve those goals. Much consideration was also given to the connections with the larger Canterbury community, reflecting the interdependent relationship that exists between the families, students, educators and other members of the town.

Moving forward, the district strategic plan serves as a guide for the district and its schools, specifying vision, mission, goals and strategies to achieve each strategic objective. Effectively communicating the plan will lead to understanding, support from stakeholders and action.

➤ **Plan Implementation**

Within the plan document, a set of action steps are identified that includes a timeline for implementation, target outcomes and the person(s) responsible. As the plan was developed collaboratively, effective implementation will require continued guidance from district and school leaders, the Board of Education, and also the support from the Long Range Planning Committee and others recruited to be part of the work. While this group may change in constituency, the responsibility to monitor and support the plan will be key factors in its success.

➤ **Mission**

In collaboration with our community, the Canterbury Public Schools will develop, foster, and cultivate all students to their highest potential, through rigorous academics within a safe, nurturing, and respectful environment.

➤ **Vision**

We seek to create a vibrant learning environment for all students that:

- Celebrates self-discovery in all domains of the child
- Promotes lifelong habits of excellence, including critical thinking and creativity
- Prepares all children for school and career and provides tools they need for a productive life
- Makes strong connections between school, family and community
- Reflects educators who are patient, knowledgeable and understanding about the diverse learning needs of all students
- Integrates assessment for learning with the design and delivery of high quality instruction
- Utilizes digital resources for learning that incorporate 21st Century educational tools
- Values the contributions of staff at all levels in a work environment where they are supported and empowered



Goals and Outcomes

➤ Goal #1

To improve standards-based instructional practices and student learning outcomes

Outcomes:

1. There is a formalized Data Driven Decision Making (DDDM) process in place PK-8 with trained staff and established horizontal and vertical data teams
2. There is a standards based approach to curriculum, instruction and assessment that reflects best instructional practices
3. There is an effective and formalized Scientific Research-Based Interventions (SRBI) process in place
4. There is a formal *instructional rounds* process in place
5. There are established protocols to celebrate teacher and student accomplishments

➤ Goal #2

To develop, implement, and monitor a district-wide technology infrastructure plan

Outcomes:

1. Assure staffing is in place to support technology integration and infrastructure
2. Assure that students are prepared for Secondary Education (high school)

➤ Goal #3

To implement a district-wide facilities, and buildings and grounds improvement plan.

Outcomes:

1. A comprehensive plan for facilities is established
2. A comprehensive plan for buildings and grounds is established.
3. Increased community participation with school district implementation of the facilities plan

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Goal #1: Instructional Practices

To improve standards-based instructional practices and student learning outcomes

Outcomes:

1. There is a formalized Data Driven Decision Making (DDDM) process in place PK-8 with trained staff and established horizontal and vertical data teams
2. There is a standards-based approach to curriculum, instruction and assessment that reflects best instructional practices ensuring continuity in terminology for students and teachers
3. There is an effective and formalized Scientific Research-Based Interventions (SRBI) process in place
4. There is a formal *instructional rounds* process in place
5. There are established protocols to celebrate teacher and student accomplishments

Outcome #1	There is a formalized Data Driven Decision Making (DDDM) process in place PK-8 with trained staff and established horizontal and vertical data teams					
Step No	Action	Person(s) Responsible	Resources Required	Measures of Success	Date Started	Date Completed
a.	Align professional development dates across the district annually	Superintendent And BOE	Input from administrators	District PD calendar for the following year	Sept. 2014	Sept. 2014 and each Sept.
b.	Select a district-side Data-Driven Decision-Making (DDDM) model/process	Administration	Time	Formalized DDDM process identified	Sept. 2014	Oct. 2014
c.	Provide overview training to administrators and staff	Administration Teacher Leaders, Curriculum and Evaluation Support Staff (CESS)	Access to models	Log of PD offerings	July 2014	Aug. 2014
d.	Develop and establish monitoring process and procedures of DDDM implementation	Administration CESS	Summer availability Access to models Time to research	Monitoring process is in place	Aug. 2014	Oct. 2014
e.	Implement the district-wide DDDM model/process	Administration CESS Teachers	Meeting coordination Time	Data Teams in place	Aug. 2014	June 2015

f.	Provide embedded coaching and support for teachers in Data Teams	Professional Development Evaluation Committee (PDEC)	\$\$\$ and Time	Training evaluations Staff self-reflection Teacher goals	Aug. 2014	June 2015
g.	Evaluate successes and needs; evaluate monitoring plan	PDEC CESS Teachers	Time	Training evaluations Teacher goals	May 2015	June 2015

Outcome #2	There is a standards based approach to curriculum, instruction and assessment that reflects best instructional practices ensuring continuity in terminology for students and teachers					
Step No	Action	Person(s) Responsible	Resources Required	Measures of Success	Date Started	Date Completed
a.	Access the knowledge base of staff regarding the implementation of a standards-based curriculum	Principals CESS Teachers	Time	Gap analysis is complete	Oct. 2014	June 2015
b.	Identify and select district-wide formative assessments/benchmarks for all grades	Principals CESS Teachers	Assessment models Consultation with other districts	Documented current assessment practices	Oct. 2014	June 2015
c.	Provide ongoing PD regarding unwrapping the standards and developing grade and/or content-level objectives	Principals and CESS	Time	Standards reflected in lesson design and instruction	June 2015	June 2017
d.	Provide ongoing PD for teachers in standards-based instructional and assessment practices	Principals and CESS	Time	Gap analysis is complete PD schedule	June 2016	June 2017
e.	Develop vertical alignment of CT Core Standards (CCS) and other content standards throughout the PK-8 Curriculum	Principals and CESS+ Teachers	In-service days for scope and sequence writing	Aligned curriculum is documented	Aug 2016	June 2017
f.	Implement use of the formalized assessment calendar/system for Canterbury PreK-8	PDEC	Time	Data from assessments	Aug. 2016	June 2017

Outcome #3	There is an effective and formalized Scientific Research-Based Interventions (SRBI) process in place					
Step No	Action	Person(s) Responsible	Resources Required	Measures of Success	Date Started	Date Completed
a.	At each school, assess current SRBI practices and procedures	Director of PPS Principals Teachers	Time	Report to Superintendent	Sept. 2014	Nov. 2014
b.	Establish the formalized SRBI process and develop/distribute the district-wide SRBI forms	Director of PPS Principals Teachers	Time Access to models of best Tier1 practices Teachers and Interventionists	Protocols and forms in place	Sept. 2014	June 2015
c.	Incorporate data team work into SRBI process	Director of PPS Principals Teachers	Time PD	Documented best practices Meeting notes	Nov. 2014	June 2015
d.	Align our SRBI process with the current DDDM procedures and align to our standards-based approach to curriculum	Director of PPS	Time PD	Documented best practices	Nov. 2014	June 2016
e.	Monitor and evaluate implementation across all Tiers I, II and III	Director of PPS	Collaborative time	Report of findings	May 2014	June 2016

Outcome #4	There is a formal <i>instructional rounds</i> process in place					
Step No	Action	Person(s) Responsible	Resources Required	Measures of Success	Date Started	Date Completed
a.	Identify protocol for conducting instructional rounds	Admin Team	Various protocols	Protocol identified	Aug. 2015	Sept. 2015
b.	Train administrators and provide orientation for teachers	Admin Team PDEC CESS	Time	Training evaluations	Sept. 2015	Dec. 2015
c.	Conduct instructional rounds with goals aligned to data teams	Admins and Teachers	Scheduling	Schedule established	Jan. 2016	Ongoing
d.	Evaluate strengths and needs of the process	Superintendent and PDEC	Time	Findings communicated	June 2016	June 2016

Outcome #5	There are established protocols to celebrate teacher and student accomplishments					
Step No	Action	Person(s) Responsible	Resources Required	Measures of Success	Date Started	Date Completed
a.	Identify current practices of celebration	District Climate Committee	Assessment tool	Results and summary of practices	Spring 2015	Ongoing
b.	Brainstorm other options for celebration and recognition	District Climate Committee	Time	Select and distribute the list of celebrations to school community	Spring 2015	Ongoing
c.	Find opportunities to share celebrations outside of student and staff settings	District Climate Committee	Schedule of events	Dates sharing occurs	Spring 2015	Ongoing

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Goal #2: Technology

To develop, implement and monitor a district-wide technology/infrastructure plan

Outcomes:

1. Assure staffing is in place to support technology integration and infrastructure support
2. Develop a plan for technology infrastructure implementation
3. Assure that students are prepared for secondary education

Outcome #1	Assure staffing is in place to support technology integration and infrastructure support					
Step No	Action	Person(s) Responsible	Resources Required	Measures of Success	Date Started	Date Completed
a.	Review current staffing allocation; adjust as is feasible with current budget	Superintendent	Principals	Staff in place	Sept. 2014	Annual Review
b.	Evaluate staff depth of knowledge regarding technology and curriculum integration	Administration Technology Committee PDEC	Online survey introduction at staff meetings	Staff survey results reviewed by PDEC	Aug. 2014	Dec. 2014
c.	Develop a plan for curriculum integration of technology	Administration Technology Committee PDEC	CCAT (consultants to district on technology)	Plan complete Integration visible in daily instruction	Oct. 2014	June 2016
d.	Provide differentiated training to staff regarding technology integration	Administration Technology Committee PDEC	Internal Staff Consultants RESC	Workshop schedule Feedback forms	Dec. 2014	June 2016

Outcome #2	Develop a plan for technology infrastructure implementation					
Step No	Action	Person(s) Responsible	Resources Required	Measures of Success	Date Started	Date Completed
a.	Plan completed according to state guidelines by June 2015	Superintendent	CSDE guidelines CCAT RESC resources	Plan submitted and approved by CSDE	Oct. 2014	June 2015
b.	Introduce and make available emerging technologies	Administration PDEC Teachers	ISTE Standards Vendors Regional conferences	District resources online	Sept. 2014	June 2015 and ongoing
c.	Investigate and secure additional sources of funding regarding technology infrastructure, staffing and equipment	Administration BOE	CCAT Parents Local organizations	Applications submitted for regional and national grants	Nov. 2014	June 2016 Annual review

Outcome #3	Assure that students are prepared for secondary education					
Step No	Action	Person(s) Responsible	Resources Required	Measures of Success	Date Started	Date Completed
a.	Define expectations (by grade level/grade band) for student technology use to support learning	Tech Committee	Technology benchmarks ISTE Area high schools	Grade-level expectations are defined	Jan. 2015	Sept. 2015
b.	Provide instruction to students regarding use of technology for learning	Teachers Library Media Resource Staff	Public Library Identified instructor(s)	Topics and sequence established	Sept. 2014	June 2014 Reviewed annually
c.	Assess students' technical literacy (proficiency) at least annually— starting in Grade 5	Teachers Library Media Resource Staff	Expectations defined Assessments in place	Student performance data	Nov. 2015	Mar. 2016

Goal #3: Facilities, Buildings and Grounds Improvement Plan

To implement and monitor a district-wide facilities and grounds improvement plan

Outcomes:

1. A comprehensive plan for facilities is established
2. A comprehensive plan for buildings and grounds is established
3. Increased community participation with school district initiatives

Outcome #1	A comprehensive plan for facilities is established					
Step No	Action	Person(s) Responsible	Resources Required	Measures of Success	Date Started	Date Completed
a.	Establish and prioritize <i>current</i> facility needs	Superintendent Administration Facilities Committee	Facilities Director	Report submitted to Superintendent	Oct. 2014	Dec. 2014
b.	Establish and prioritize <i>future</i> facility needs	Superintendent Administration Facilities Committee Teachers	Facilities Director Town/First Selectman NESDEC projections	Report to BOE Input on budget development for BOE and town and Capital Improvement Plan (CIP)	Nov. 2014	Feb. 2015
c.	Priorities for capital improvement and maintenance created through joint effort of school district and town	CIP Committee	District and school administration Facilities Director	Report to BOE Input on budget development for BOE and town and Capital Improvement Plan (CIP)	July 2014 (in progress)	Dec. 2014

d.	Communication Team will draft an implementation plan, including fiscal projections	Communications Team	Superintendent First Selectman Chair of BOE Chair of Board of Finance	Plan is developed	July 2014 (in progress)	Dec. 2014
e.	Integrate building security needs, upgrades as mandated by CSDE	Superintendent Safe School Climate Coordinator	Safe School Climate Committee survey results	Plan in place	Sept. 2014	Ongoing Reviewed annually

Outcome #2	A comprehensive plan for buildings and grounds is established					
Step No	Action	Person(s) Responsible	Resources Required	Measures of Success	Date Started	Date Completed
a.	Gather input from members of the school community for the plan (including staff, parents, community)	Superintendent Administration	First Selectman Principals Facilities Director	Information and data collected Report to BOE	Oct. 2014	Nov. 2014
b.	Establish priorities for capital improvement and maintenance through joint effort of school district and town	Communications Team	District and school administration Facilities Director	Report to BOE Input on budget development for BOE and town and Capital Improvement Plan (CIP)	July 2014 (in progress)	June 2015

Outcome #3	Increased community participation with implementation of school district facilities plan					
Step No	Action	Person(s) Responsible:	Resources Required	Measures of Success	Date Started	Date Completed
a.	Conduct a focus group with community members to discuss successes and challenges	BOE representative	BOE members PTO Parents, school personnel	Notes provided to Superintendent	Oct. 2014	Feb. 2015
b.	Develop strategies/ activities that get families and community involved with building enhancements	Administration Teachers	District Staff, parents, students, PTO, community	Activities scheduled	Jan. 2015	Jan. 2016
c.	Identify a process to publicize school/ town activities (explore options for community outreach) (explore options for student involvement with journalism)	Administration	Local and regional media (The Reminder), town newsletter Parents	School-related information is published at least 3x/year	Oct. 2014	June 2015

Appendix A: Glossary of Terms

- **CESS:** Curriculum and Evaluation Support Staff in Canterbury
- **CCT:** CT Core Standards, a new designation by the CT State Department of Education for the Common Core State Standards (CCSS)
- **CCAT:** Connecticut Center on Advanced Technology, Inc.: advisors to the district on technology infrastructure and IT support
- **CIP:** Capital Improvement Plan, a collaborative planning process between the town and school system
- **DDDM:** Data Driven Decision Making
- **Infrastructure:** the combination of hardware, software, network resources and services required for the operation and management of an information technology environment
- **Instructional Rounds:** a research- based process for gathering data on effective teaching practices
- **PDEC:** Professional Development & Evaluation Committee, a group of teachers and administrators charged with implementation of the Educator Evaluation Plan and corresponding professional development.
- **PPS:** Pupil Personnel Services (Special Education)
- **Safe School Climate Coordinator:** a role defined in the district Safe School Climate Plan to monitor district activities
- **SRBI:** Scientific Research-Based Interventions (SRBI) A system of tiered support for students who need extra academic or behavioral support. See CT State Department of Education website for more details: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322020>
- **Tier 1 (Tier 2, Tier 3):** a designation system for grouping students into levels of instruction for students in the SRBI process, reflecting increasing levels of intervention. These groups are based on assessments of students. Tier 1 is for all students, while Tier 2 and 3 will be for smaller groups of students at each grade level.

Appendix B: Values and Beliefs from Team Work

VALUES & BELIEFS

Curriculum:

- Increased focus on critical thinking and decrease focus on rote learning
- Integration of technology is a priority while still teaching basic skills
- Teaching the whole child that includes Arts, Music, Physical Education
- Include the why of learning
- Focus on STEM (science, technology, engineering and math) before/during/afterschool

Instruction:

- Teachers display passion and empathy for all students and respect for each other
- Consistent expectations, incentives and reinforcement for all students
- Understanding and value for different learning styles
- Dynamic, multi-faceted instruction
- Strong connections to parents and families; extending learning to the home
- Enhanced instruction through widespread use of available resources (technology and others)

Assessment:

- Measure student performance with projects (PBL),
- Multi-faceted approach that moves beyond the exam: performance based
- Authentic assessment: the design of the assessment matches the goals of the instruction
- Assessment of teaching staff; observation on regular basis, evaluation
- Data driven decisions use a range of assessments to inform instruction
- Short and long term (formative & summative assessment)
- Not driven by the state test and not teaching to the test
- Assessment results compared to other districts
- Authentic and normed

Learning Environment:

- Teacher surrounded by current tools for instruction including educational technology
- Clean, bright, inviting classrooms and learning areas
- Focus on increasing independence
- Appropriately sized furniture, equipment,
- Safe and supportive learning environment
- Sense of belonging for everyone, students, staff and parents
- Positive assumptions for all
- Work environment that enables staff, fosters creativity
- Staff appreciation; all staff feel they have positive impact in organization
- District wide thinking – connections to town services (i.e. library support for education)
- Engagement with family and students
- Staffing for educational technology to ensure working equipment and networks
- Each and every child can learn!



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