

CANTERBURY ELEMENTARY SCHOOL

♦ 67 Kitt Road, Canterbury, CT 06331 ♦ Phone: 860-546-6744 ♦ Fax:860-546-6742

Report of Canterbury Elementary School

October 2018

Climate

-Our first assembly is today, October 4th. We will again showcase students' interests and talents.

- We have begun the year with establishing routines and clarifying common expectations. We focus on our character traits of kindness, honesty, respectfulness, responsibility, and safety.

-We are working with a local agency to install a rain garden at CES. A rain garden uses the natural water that is in an area and helps to conserve the water. This is a grant funded project in conjunction with Eastern Connecticut Conservation District, Incorporated.

-The Primary Mental Health Project grant (known locally as HUGS) was submitted to the state and we hope to start the program in October. Mrs. Marsalisi will again join us as our Child Associate.

Curriculum

-Our school is participating in READCONN, which is a professional development opportunity from the State of Connecticut. These workshops involve learning new literacy strategies and applying them in our pedagogy, Grades K-3. Participants will then share their work with each other. It is a program that includes regular and special education teachers, and allows for on-line collaboration between schools as well.

-Our first Science Kid's Club met in late September with about 100 students attending. They worked on solving problems and making models to explain their solutions. Their work is on display in our foyer. UCONN college students will again participate in the Kid's Club this year. The students LOVE this program.

-We completed our fall NWEA Map Growth Tests for Grades 1- 4 in September as well as other assessments designed to help us understand the needs of our students.

-Faculty, individuals and teams, are analyzing the data and developing goals to improve student success. The Map Growth Test is an important measure because it is norm-referenced, meaning that it give us information about how our students are performing compared to students across the nation.

-Our PK and K teachers and staff are conducting our self-study as part of our preparation for NAEYC re-accreditation. This process involves studying the early childhood standards and discussing how they apply to our program. We are also studying the new state-wide assessment tool and attending trainings on how to use it.

-We received a \$5,000 grant from the CT Foundation for the Arts. We will use this for storytelling in the school, continuing with the younger grades and including the upper grades. We may also have the opportunity to provide staff development designed to enhance our practice when we read books to our students.

-Our new report card is in its final revisions. We are so excited about the final product and look forward to sharing our new report card with our families in the coming months.

Technology

-Our computer lab was upgraded over the summer with donations from a local company. The former computers are being moved to classrooms for student use.

- Our additional chrome book cart, with 25 chrome books, is now ready for student use.

Submitted October 4, 2018 by Sarah Cary

October 2018 - BOE update

From the Director of Pupil Services, Jeff Ferranti:

I continue to review past practices and decisions that have led to current programming and placements. This includes out of district placements, NECC programming, contracted service providers and assignment of staff.

Programming/Placements: NECC oversees a Partnership Classroom at HBMS for up to 4 students and a one day a week BCBA at CES. HBMS and CES also have in class and resource room support for students based on their individual needs. We have several students in out of district placements because their level of need is beyond our present service delivery capabilities. We continue to have families moving into and out of Canterbury and at least one student is coming in with an out of district placement. I will continue to update Dr. Knapton with any changes.

8th grade to high school transitions for our more involved students has begun with discussions with our receiving schools. I would highly recommend that the BOE review the contract with our receiving high schools as one of our move in students was denied access to his high school of choice as they "were full". Superintendent Knapton is aware. My concern is if several high schools "are full" then we are left with finding a private placement at substantially higher cost.

Parent group: Parents have a wealth of information to share. I have a few parents that would like to be part of a parent group that would provide information to the BOE, each other, and myself regarding issues that relate directly to our students. The State is starting a pilot program that I believe we should seriously consider. Only three districts will be a part of the pilot and Canterbury would be considered their "rural" site. The CPAC will be presenting the "pilot" at the October 9th BOE mtg. For your review.

Fiscal: I am reviewing the Medicaid data to see how we can get as much reimbursement as possible. Van transportation, due to a lack of Canterbury van drivers, has resulted in contracting with more expensive contracts. We have had some interest from a couple staff members willing to become van certified. I am also looking at programming/resources to provide an up to date budget proposal to Dr. Knapton when requested.

Staffing: We will be welcoming a new Administrative Assistant into the Pupil Services office starting October 15th. Chelsea Gromko left the district September 25th after several years as a paraprofessional and administrative assistant.

Dr. Helen Baldwin Middle School

♦ 45 Westminster Road, Canterbury, CT 06331 ♦ Phone: 860•546•9421 ♦ Fax:
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To: Canterbury Board of Education

From: Mr. Ryan Earley

Subject: BMS Administrator's Report

Date: October 3, 2018

The Baldwin Middle School community has started the 2018-19 school year on the right foot. Students and staff alike are focused, prepared, and zealous for learning and growing. Student enrollment is at Grade 5: 46; Grade 6: 42; Grade 7: 39; and Grade 8: 52. We welcome Mr. Thomas Brophy to our community as he takes on the pivotal role as the Grade 7 & 8 math instructor. He brings with him a wealth of life experience and knowledge of what is expected from a math student as they enter high school. Great thanks to the committee of teachers who helped select him as our top candidate.

All students participated in the Fall testing administration for the NWEA MAP assessment in the area of math and reading. Much thanks to Mrs. Beth O'Connor and Mrs. Kathy Faulkenberry for coordinating the testing windows with all classroom teachers. Student assessment results are prepared for analysis and will be utilized on the October 5th professional development workshop. Prior to the testing, all students were presented with the inner workings of the assessment and given their individual stats (score and time taken) from the Spring testing window. By sharing the meaning behind the assessment, the hope is that the validity of this standardized (yet adaptive) test will increase as students give their best and authentic effort.

Additionally on the October 5th professional development workshop, Mrs. Claudia Danna will present data from last year's classroom walkthroughs and work with teachers on how to ask authentically engaging questions with students. The PDEC committee helped plan this (and subsequent) professional development workshops.

On September 25th, 7 BMS faculty members were recertified in CPR and AED usage. It is nice knowing that through this program, there is always current certified adults in the building. Thanks to our nurse, Mrs. Jodoin for making this a priority.

The BMS PTO is currently coordinating a school wide fundraiser that had its' kickoff assembly on September 25th. All students are participating and thanks to programs like this, the PTO can continue to grow and support our students with annual donations for field trips and organizing the BMS Field Day.

Grade 8 students are beginning their high school decision-making process by visiting receiving high schools. Students visited Ellis Tech on October 1st while Ellis sent a team to speak directly to our students on October 3rd. Future visits are posted on the BMS Events Calendar on the school website.

Teachers have been updating their gradebooks to allow for additional communication with parents via the PowerSchool Parent Portal. This allows parents to view real time grade reports every three weeks.

The new master schedule has allowed for the infusion of the Bulldog Block and this has proven beneficial in only 5 weeks.

For clarity purposes and to better suit student behavioral needs, the Baldwin Middle School has amended the 2018-19 Student Handbook to include a note regarding the intermediary step and importance of in-school suspension as a disciplinary consequence rather than leaving the term suspension as meaning out of school suspension. Procedures are drafted and will be implemented as the need arises and based on the severity and specifics of the consequence.

Grade 7 & 8 students who are interested in learning an additional language and participate in the online alternative world language pilot program will be registered in the coming weeks. Students volunteered and signed a contract with their parents and this program will have approx. 23 students participating and 1 teacher using the Rosetta Stone K-12 platform to identify strengths and weaknesses of the program and learning platform as the school looks at future world language options. At this time language choices are French, German, Korean, Japanese, Russian, and Italian. Students will be working on these classes on their own time and during Bulldog Block.

October 2018 Amendment to 2018-19 BMS Student Handbook

Student Code of Conduct

Students are expected to act appropriately throughout the school day to peers and staff members. Students are expected to respond to reasonable requests made by staff members and teachers. Refusal to comply with reasonable expectations will result in progressive disciplinary actions. Parents/guardians will be informed of concerning behaviors.

To clarify the definition of "act appropriately", please see the following:

Students are expected to be academically honest. Students are not expected to share work, plagiarize, or cheat. Students are expected to respond to an adult's request in a reasonable time and manner. Students are not expected to talk back, refuse reasonable requests of behavioral change, or be defiant.

Students are expected to show respect to self and others. Students are not expected to talk back, be socially rude in terms of tone and body language.

Students are expected to pay attention and not disrupt class and others. Students are not expected to interrupt by talking to others, out of turn, making noises or gestures that interrupt the learning environment.

Students are expected to dress appropriately.

Students are expected to keep their hands and body to themselves. Students are not expected to touch another person in any unwanted manner such as poking, teasing, or hitting.

Students are expected to use appropriate language. Students are not expected to swear, use racial or sexually suggestive terms, or offensive gestures.

Students are expected to use school materials appropriately. Students are not expected to destroy, damage, or alter school or others property.

The above are basic behavioral expectations and will be addressed by teachers and administrators. They constitute minor behavioral infractions and can become major issues with continued occurrences.

There are many possible actions that a teacher and the principal may utilize to redirect a student to behave in an appropriate manner.

Options may include:

A student may be asked to discontinue concerning behaviors.

A student may be asked to move to a different seat/ location.

A student may be asked to spend time with a teacher during lunch.

A student may be asked to work with a behavior plan or contract.

A student may be asked to notify their parents of the situation.

A student may be asked to stay after class to discuss the concerning behaviors.

A student may be asked to stay after school for a detention.

A student may be asked to pay restitution for a vandalizing act.

Based on severity of the behaviors, a student may be referred to teacher team meeting agenda.

Based on severity of the behaviors, a student may be referred to school counselor for support.

Based on severity of the behaviors, a student may be referred to the principal or superintendent.

Based on severity of the behaviors, a student may be suspended from school* or student transportation.

**Note: All suspensions shall be in-school suspensions unless the administration determines that the student poses a danger to persons or property or such a disruption of the educational process that the student will be excluded from school during the time of the suspension.*

Based on severity of the behaviors, a student may be reported to the local police department.

Based on severity of the behaviors, a student may be referred to Board of Education for expulsion.

Categories in which students will be referred for disciplinary consequences are (but not limited to) academic dishonesty, defiance/non-compliance, disrespect, disruption, dress code, forgery, harassment, bullying, threatening, possession of inappropriate items, inappropriate physical contact, inappropriate PDA, inappropriate language, and repeated offenses.

Dr. Helen Baldwin Middle School

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To: Parent/ Guardian of
From: Mr. Ryan Earley and the Baldwin Middle School Faculty & Staff
Date: **October 9, 2018**
Subject: Student Achievement Data

The Baldwin Middle School uses a three- pronged approach to collecting and analyzing student achievement data. There is the **classroom grading system** (which can be called curriculum based measurement when related to standards); the district internal assessment measurement which is the **NWEA MAP reading and math assessment**; and the state and federal ESSA and accountability measurement which is the **Smarter Balanced Assessment Consortium (SBAC)**. The Baldwin Middle School uses all three measurements to identify gaps in student learning as to provide intervention as needed. A typical student working at grade level is at or above the 40th percentile and the Baldwin Middle School uses that scoring measure on the NWEA MAP assessment along with teacher feedback from respective curriculum based measurements to provide formal SRBI intervention. The State of Connecticut utilizes the SBAC scores as components to awarding scores to schools and districts for composite performance levels. In this packet, you will receive three pieces of information.

- **PowerSchool Parent Portal Log In Credentials:** Baldwin Middle School teachers will be updating their gradebooks approximately every 3 weeks in between Progress Reports and Report Cards to allow for increased parent and student awareness of grade progression. Please use the info listed below to log in and create a **new account** and/or password to be able to access this information. This is part of the ongoing process of the Baldwin Middle School increasing school to home communication.

User Name:

Password:

- **NWEA MAP Student Scores:** You will be receiving your child's student goal setting worksheet that has their Fall 2018 scores and their Spring 2019 goal and projection. In addition to basic achievement increases, it is important that students also continue to grow even after they reach proficiency.
- **Spring 2018 SBAC Results:** Enclosed in this envelope are the Spring 2018 SBAC test results. These scores are used to determine district and school ranking based on proficiency levels.

The Baldwin Middle School also strongly recognizes the importance of the needs of the "whole child" with supports in place for social and emotional learning growth, enrichment programs, athletics and health awareness, and the personalization of learning for students. The entire Baldwin Middle School community is responsible for helping in the cultivation of the next generation of Canterbury neighbors.

Baldwin Middle School PowerSchool Web Access Log In Information

In order to gain web access, you will first need to create an account using the user id and password information provided (that is specific to you) in the letter provided.

Step One: Log onto <https://canterbury.powerschool.com/public/>. There is also a link provided on the Baldwin Middle School webpage at www.canterburypublicschools.org.

Step Two: Click Create Account.

Step Three: Enter in your information: Name, email, desired username, desired password, and then use the web user id and password provided to link your account to your child.

Step Four: Enter as many user id and passwords for all of your children, so they are linked to your one account. Then scroll down and click Enter.

Step Five: This now creates your account and new log in screen loads. This is where you can now enter your account information.

Step Six: This is what your PowerSchool Parent Portal access will look like. It will provide access to grades, attendance, and to access school lunch account balance, click balance on the menu to the left.

Below screen shows what grades and attendance look like.

Below screen shows what lunch transactions screen look like.

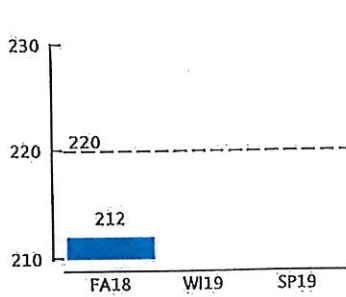


Student Goal Setting Worksheet

Student ID: _____
District: Canterbury School District
School: Baldwin Middle School
Term Rostered: Fall 2018-2019

Norms Reference Data: 2015
Growth Comparison Period: Fall 2018 to Spring 2019
Weeks of Instruction: Start - 2 (Fall 2018)
End - 32 (Spring 2019)

Mathematics (Growth: Math 6+ CCSS 2010 V2)

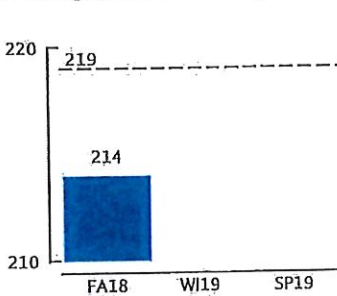


Projected RIT 220
My Goal _____
RIT Growth *

	FA18	WI19	SP19
Overall RIT Score	212		
Goal Performance			
Operations and Algebraic Thinking	209-221		
The Real and Complex Number Systems	208-220		
Geometry	201-213		
Statistics and Probability	205-217		

Student Action Plan: _____

Reading (Growth: Reading 6+ CCSS 2010 V3)



Projected RIT 219
My Goal _____
RIT Growth *

	FA18	WI19	SP19
Overall RIT Score	214		
Goal Performance			
Literary Text: Key Ideas and Details	203-218		
Literary Text: Language, Craft, and Structure	167-195		
Informational Text: Language, Craft, and Structure	211-226		
Vocabulary: Acquisition and Use	209-225		
Informational Text: Key Ideas and Details	229-251		

Lexile® Range 850L-1000L

Student Action Plan: _____

Student Signature: _____

Instructor Signature: _____

Parent Signature: _____

Date: _____

Explanatory Notes

RIT ranges may indicate an **area of relative strength** or **area of possible concern** determined by comparing the student's Goal Performance score with the student's Overall RIT Score for the test event.

* Projected RIT is only reported when there is growth norm data and a test event in the initial term. RIT Growth is only reported when there are test events in both the initial and final terms.

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Student Name: _____
Grade: 4
Date of Birth: _____
SASID: _____

School: Canterbury Elementary
District: Canterbury School District
Test Year: 2018

Connecticut Smarter Balanced Summative Assessment Results

The 2018 Connecticut Smarter Balanced Summative Assessments are administered to students in grades 3-8 in English Language Arts (ELA)/Literacy and Mathematics. This report shows achievement on assessments based on the Connecticut Core Standards, which define learning expectations for what students should know and be able to do at each grade level.

Connecticut has a comprehensive plan for college and career readiness that includes challenging academic standards and assessments to measure student progress. Results from the Connecticut Smarter Balanced Summative Assessments are only one indicator of a student's performance. These results should be used along with other information, such as classwork and other tests, when making educational decisions. Specific questions about individual student results should be directed to local school personnel.

Scale Scores and Performance Levels

Overall scores from ELA/Literacy and Mathematics tests are reported in scale-score units. Within the scale-score range, four performance levels have been established for each content area. Scoring in the Level 3 or Level 4 range is a challenging, yet reasonable, expectation for Connecticut students.

English Language Arts/Literacy

Overall ELA/Literacy scale score is reported as well as the associated performance level. The school and district average scale scores are also reported for comparative purposes. The ELA/Literacy test assesses mastery of grade-level English language arts and Literacy in three areas of knowledge and skills aligned to the Connecticut Core Standards.

Three Areas of Knowledge and Skills

Reading

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Listening

Students can employ effective speaking and listening skills for a range of purposes and audiences.

Writing and Research/Inquiry

Students can strengthen writing by revising, editing, and rewriting a range of text. Students can also analyze and integrate evidence-based information to support analysis and research.

Mathematics

Overall Mathematics scale score is reported as well as the associated performance level. The school and district average scale scores are also reported for comparative purposes. The Mathematics test assesses mastery of grade-level Mathematics in three areas of knowledge and skills aligned to the Connecticut Core Standards.

Three Areas of Knowledge and Skills

Concepts and Procedures

Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Problem Solving and Modeling & Data Analysis

Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies. Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Communicating Reasoning

Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Frequently Asked Questions

Where can I find more information about Connecticut academic standards and state assessments?

Information about Connecticut academic standards and state assessments is available on the Connecticut State Department of Education website (<http://portal.ct.gov/SDE>).

What are the ELA/Literacy and Mathematics Areas of Knowledge and Skills?

Each area is based on a summary statement about the knowledge and skills students are expected to demonstrate on the assessment. Each relates to a particular aspect of the Connecticut Core Standards. These indicators provide additional information about a student's overall score.

Where can I find more information about the Smarter Balanced Assessment System?

Information about the Smarter Balanced Assessment System is available at www.smarterbalanced.org.



Student Name: _____
 Grade: 4
 Date of Birth: _____
 SASID: _____

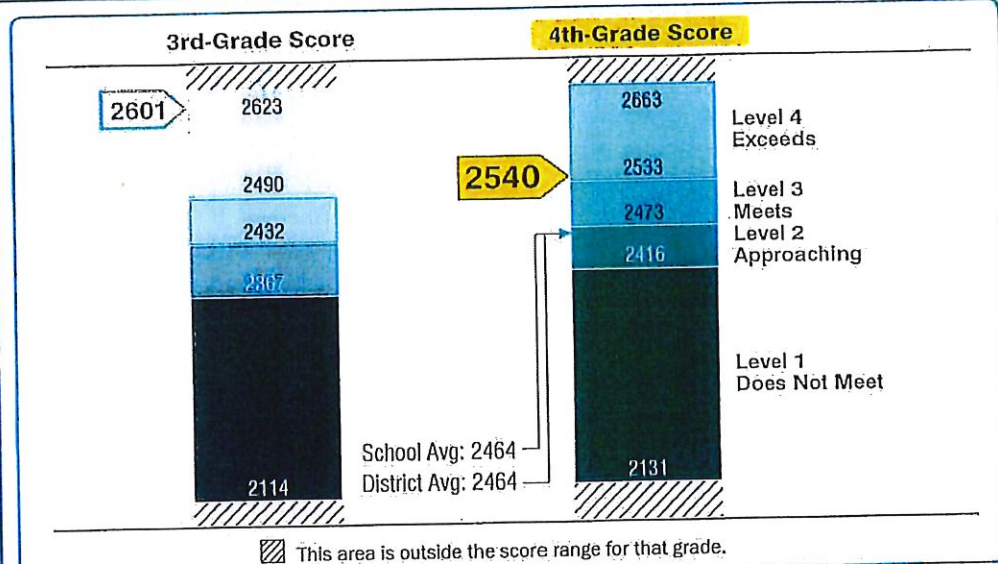
School: Canterbury Elementary
 District: Canterbury School District
 Test Year: 2018

ELA/Literacy Score for 2018

2540
Level 4
Exceeds

_____ has exceeded the achievement standard for English language arts and literacy expected for this grade. Students performing at this standard are demonstrating advanced progress toward mastery of English language arts and literacy knowledge and skills. Students performing at this standard are on track for likely success in the next grade.

Areas of Knowledge and Skill	Performance
Reading	Approaching Standard
Listening	Approaching Standard
Writing and Research/Inquiry	Above Standard



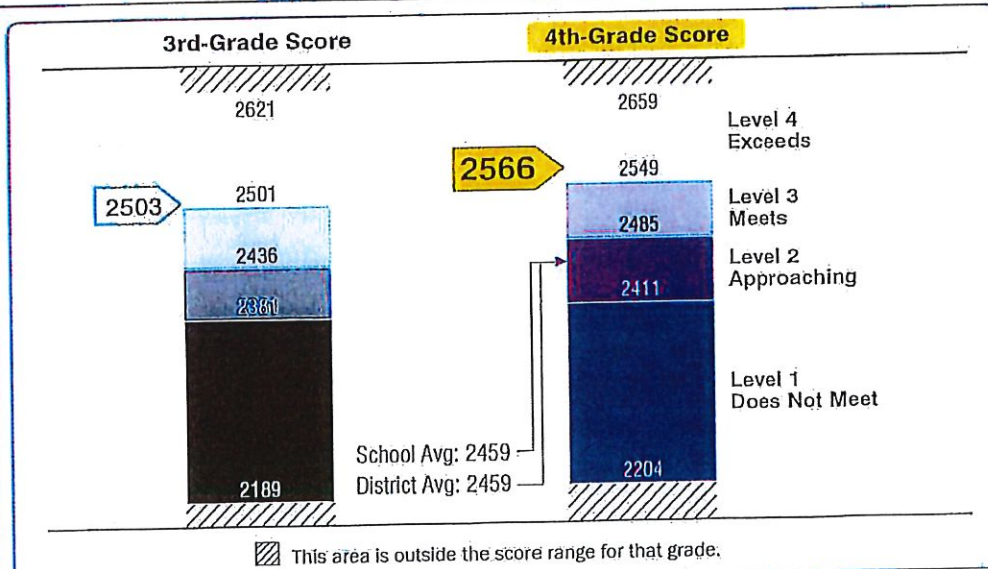
A student's test scores can vary if tests are taken several times. If _____ are tested again on ELA/Literacy, the new scale-score would probably fall between 2511 and 2569.

Mathematics Score for 2018

2566
Level 4
Exceeds

_____ exceeded the achievement standard for Mathematics expected for this grade. Students performing at this standard are demonstrating advanced progress toward mastery of Mathematics knowledge and skills. Students performing at this standard are on track for likely success in the next grade.

Areas of Knowledge and Skill	Performance
Concepts and Procedures	Above Standard
Problem Solving and Modeling & Data Analysis	Above Standard
Communicating Reasoning	Above Standard



A student's test scores can vary if tests are taken several times. If _____ are tested again on Mathematics, the new scale-score would probably fall between 2549 and 2583.