

## CANTERBURY ELEMENTARY SCHOOL

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### Report of Canterbury Elementary School for August 2019

The beginning of the school year of the year is fast approaching. We have new staff and former staff in new roles:

- Jason Beit and Julia Tackett will share the music position
- Kristin Sweeney will be our new library director
- Karen Gizio will be our Reading Intervention para professional
- Sandra Frizzell joins us as our Readiness Liaison

We are excited by these new staff and new roles. Welcome to CES!

### Climate

Here is a list of coming events. Please join us!

August 22 Popsicles with the Principal (1 pm; front entrance of CES)  
August 27 CES Open House (3:30-5 pm)  
August 28 First day of school  
August 30 PTO Family Social (6-7:30 in the cafeteria/outside)

-The CES PTO is planning to have at least one family event per month again this coming school year. They will be providing T-shirts for students and staff again. They piloted a grant program for teachers this past spring to provide extra items to classrooms that teachers proposed. In addition, the PTO requested that teacher make a "wish list" and the PTO purchased the item for the teachers to receive as they arrive back to school. Thank you!

-I attended the second workshop regarding Restorative Practices called "School Climate". This two-day workshop defined the need for good school climates to increase student achievement. Studies have repeatedly shown how focusing on climate has positively impacts student test scores. As a building, we have identified the need to provide for student instruction and modeling in social skills. One of our professional development goals for this year is to explore different approaches to increasing our instruction in the social and emotional needs of students.

-Due to the generosity of Pfizer, CES Kid's Lab, under the parent led direction of Mrs. Williamson, will continue this year

-The rain garden is complete. Many thanks to the Town Public Works department for their assistance in this project and to our parent leader, Mrs. Terwilliger.

## Curriculum

-Our Grade 3 and Grade 4 grade teachers have received the professional development for the new language arts anthology, Journeys. This language arts program aligns with the middle school that currently use Journeys.

-3 teachers attended a weeklong workshop in math. The program is called "Math Recovery" and focuses on how to assess where a child is mathematically so the teacher is better able to provide targeted instruction for their individual needs.

-Instructional rounds continue in the new year, with the continued focus on questioning techniques and high quality instruction. Teacher leaders will lead this process this year after training with Mrs. Danna in September.

- We received our NAEYC report. Overall our NAEYC Accreditation Report was excellent. We met all required items. Our classroom observations ranged from 89% to 99%. Our classroom portfolios had a pass rate of 99%. Our program portfolio received an overall rating of 92%. Our program observation scored 100%. In all standards (except for standard 5), we scored very high. Our raw scores ranged from 91% to 100% in these standards. When scores were adjusted by 10%, we reached 100% in all but one, Health. The Health Standard was rated at 70%. Unfortunately, the score of 70% in one standard caused our accreditation to be deferred.

When I received this notice in late June, we had two choices: to appeal the decision or to wait until February 2020 and reapply. After consulting with my school team, our superintendent, and directly with NAEYC, I decided to appeal the decision we do not believe that it accurately represents our program. In addition, the roll out of NAEYC's new on-line portal was difficult and our timeline was moved up by 4 month due to NAEYC's new digital process.

We remain committed to the well being of every child in our school. We have worked faithfully to meet the standards of NAEYC for years and we will continue to do so. In October, we will receive their response to our appeal.

-With the purchase of additional curricular materials last year, we now have for every grade level remedial tools to assist students who struggle in math. We also have increased non-fiction books in the upper grades. The primary grades have another resource for teaching foundational reading skills, including phonics.

Respectfully submitted August 8, 2019 by Sarah Cary

# Dr. Helen Baldwin Middle School

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To: Canterbury Board of Education  
From: Mr. Ryan Earley  
Subject: BMS Administrator's Report  
Date: August 6, 2019

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Student enrollment for the upcoming school year looks to dip a bit from last year with a total of 173 students (5:45;6:47;7:43;8:38). The school has taken a rest from the hustle and bustle from June 2019 and is fully prepared to welcome students and staff for a most fruitful and productive 2019- 20 school year.

**Restorative Practices Training:** During the end of June, Mr. Earley joined the Brooklyn Public Schools (CT) as they worked with the State of CT Department of Education consultant Joann Freiberg learn about the core components of Restorative Practices. It was a great 2 day session that focused on the philosophies and strategies to best support all students have safe and supportive educational experiences. The focus of restorative practices is to build relationships and community and then repair those relationships when harm has been done. Many of the strategies such as restorative circles and effective student planning already have a presence at Baldwin Middle School, but with a new perspective with take flight as the school year begins and progresses.

**Strategic Planning Workshop:** The district administrative team and other members of the executive team participated in the Connecticut Center for School Change Strategic Mapping workshop for 2 days and then met with our consultant (Isobel Stevenson) in Canterbury to help iron out next steps for the Portrait of a Graduate concept. The workshop was very enlightening by bring the component of equity to the forefront and that paired with increasing student ownership and voice from the Restorative Practices workshop resonated with the recent student accountability program at Baldwin Middle School.

**New Staff Members:** Baldwin Middle School is proud to welcome Mr. Michael Beckwith (Grade 7/8 Math), Mr. Connor Hill (Physical Education), Ms. Joslyn Irza (Library Coordinator) and Mrs. Evelyn Smith (Receptionist).

**Goals for the Upcoming Year:** An overarching district goal for all teachers is to have ALL students reach 80% of their annual RIT growth in the areas of Math and Reading based on the Fall 2019 NWEA MAP administration and assessed on the Winter/Spring 2020 administration. This is different than in the past, as students were tested ultimately in the Spring along with the SBAC assessment. It was felt that students were over-tested and possible inaccurate results were being produced due to fatigue in the waning days of the school year. The Baldwin Middle School will continue to support that district goal as well as focus on curriculum alignment and cohesion to address the continuum of skills. Additionally, the Baldwin Middle School will focus on creating an environment of high quality instruction based on the needs of students as they progress toward high school and beyond.

**Scheduling Changes:** The Baldwin Middle School master schedule has had to be amended based on student and staff population. Students will participate in 7 classes per day (5 core, 2 specials) and classes will be 45 minutes long with passing time present. Lunch will be extended 10 minutes to allow for more recess and students in all grades will all eat simultaneously. Following the lunch block, there will be a 25 minute block of time for Bulldog Block that will begin mid-September. The plan for that time is to allow for support for students as well as focus on school wide climate programs.

**Programming Changes:** Based on the 2019-20 approved budget, students at the Baldwin Middle School will receive a different program of studies than in recent years. Based on student population decreases, students will receive core instruction in the areas of Language Arts, Math, Reading, Science, and Social Studies and specials classes in the areas of Art, Developmental Guidance, Music, Physical Education, and Technology. Core class sizes will average 17.3 and specials classes will average 21.5. Larger class sizes will be present in the core and specials classes, but please be aware that the budget cuts over the past several years have caused this.

**Submitted August 7, 2019**

**August 2019 - Pupil Services BOE report - JF**

**Pupil Services vision:** Provide curriculum, instruction and assessment in the least restrictive environment resulting in ALL students with special needs, PreK to age 21, achieving success academically, socially and emotionally at their cognitive level. **Each and every student is a general education student first**

**2018-2019 End of year: students with special needs**

CES	BMS	Woodstock	Griswold	NFA	OOD/Alt	Total
34	26	15	7	2	9	<b>93</b>

**Strategic Planning and the Pupil Services Department:**

I am very pleased to welcome Theresa Lambert to the Canterbury Pupil Services Department as our Secretary. Theresa brings a wealth of knowledge about early childhood and a sincere appreciation of, and commitment to, students and thier families.

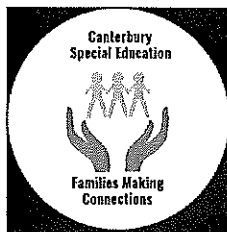
The Pupil Services department participated in the July strategic planning kick-off with representation by Kim Williamson, CES speech pathologist and myself. The department will be meeting monthly at CES and BMS to further discuss the above "vision" as a subset of the district Prek-8 strategic planning. Two staff members, Ms. Williamson (SLP) and Ms. Langlois (Prek Teacher), are working towards their 092 administrative certification and will continue to be a wealth of information in refining our department contribution to the strategic planning process.

In the spirit of teamwork the department will have a shared Google drive this year in which to collect/present specific knowledge relating to their specialty/interest. Areas could include: curriculum, instruction, assessment, speech/language, social emotional, giftedness, administration, high school, transition, parent support, birth to three, budget etc. I will also focus on high school and transition data gathering this year to expand upon the "Prek-8 Portrait of a Learner" process to ensure that our students our becoming successful "9-12+ Portraits of Graduates"!

**Special Education Families Making Connections (aka SEPAC):** The Special Education Parent Advisory Council has launched a "Canterbury Special Education - Families Making Connections" Facebook page for sharing information relating to the education and support of students with special needs. The link is: <https://www.facebook.com/canterburyfmc/>

The next SEPAC - Family Connections meetings are: August 21st and Sept. 18th, from 4-6 at BMS.

**SPECIAL EDUCATION VENDOR/RESOURCE FAIR - OCT 17, 4-7.**



**Budget:** Any significant changes to the budget due to student move in/move out reported to Superintendent

Out of district transportation is being handled internally with CPS drivers and vans, no contracted providers.