



*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.

Canterbury Public Schools - Strategic Plan 2014-2017

➤ **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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