

## CANTERBURY ELEMENTARY SCHOOL

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

CES Report of the Board of Education

January 5, 2021

### **Celebrations**

We celebrated coming back together after the winter break. We continue to work together, families and school, to follow all COVID protocols. This dedication has allowed us to stay together. The staff and students are working hard to learn and grow and we are making progress!

We celebrated the holidays in December and the spirit of giving. We came together to give to others. CES held a staff holiday breakfast in which we shared some good food and laughter, all at a distance! Families gave many gifts to the staff this season. We are grateful for their thoughtfulness.

We celebrated the Connecticut Children's Medical Center and raised a total of \$757.17 in district-wide fundraising for Pajama Day on December 11<sup>th</sup>.

One of our families generously made a holiday decoration for us to display in the foyer. This beautiful crocheted piece brought happiness to students and staff, as we learned about December holidays across the building.

### **Curriculum, Instruction and Assessment**

Second Step: We continue to implement the Second Step program across the building with weekly lessons and follow up activities in the classroom. One example of a lesson content recently was in the second grade they were learning the difference between "on purpose" and "by accident."

Our district-wide Faculty Meeting focused on the strategy of "Progress Monitoring. This is a process where a teacher sets a learning goal for a student, provides specific targeted instruction, and then monitors regularly the student's progress toward the goal. We also discussed the tools of IReady that can help us in monitoring student growth and the curricular tools in IReady.

The curricular tools in IReady are both for students and for staff. Each student has a learning path made for them by the program based on the diagnostic test. Students can progress through lessons designed for them and teachers can track their progress in these lessons. For teachers, resources include standard based lessons and materials and various reports to track student growth.

### **Professional Development**

Our professional development in December was focused on IReady and Progress Monitoring as part of the Intervention Process. A small group met with an

IReady trainer and learned how to access reports and resources for teachers to use. In January, we will have IReady work sessions and practice the skills we have learned in how to access the program and use it to monitor student progress. The program provides lessons to students based on each child's test results.

This month we will be providing work sessions in IReady for teachers to be able to practice accessing the resources that we have learned about. We are working on learning how to access classroom reports, make individual groups within our classroom to monitor, and how to access the report that tracks students' progress in the IReady lessons.

We continue to discuss in depth how to provide the best instruction given the constraints of COVID. This work is ongoing by every team in the building as they grapple with the changes and find innovative ways to meet the needs of their students.

### **Upcoming Events**

Kids' Lab: December's topic was meet a Paleontologist! We are planning a remote event to CES this month.

The Connecticut Storytellers have started their sessions in December for Grades PK, K and 1. This is the first year that Grade 1 has had the opportunity to participate. The storytellers came to us remotely and we can share these sessions with our remote students.

Respectfully submitted,

Sarah Cary, Principal



# Dr. Helen Baldwin Middle School

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□ 45 Westminster Road, Canterbury, CT 06331 □ Phone: 860•546•9421 □ Fax: 860•546•6289

## **Celebrations:**

### *Students*

So far, over 45 positive parent phone calls have been made to recognize students who have received Bulldog Reports (Positive Office Referrals). As the principal, these phone calls are one of my favorite things-- and they help connect me with families in a positive way. This goes a long way, especially with families who do not often have the chance to hear positive news.

### *Staff*

This month, I would like to recognize Mrs. McQuade, our recently-hired 7<sup>th</sup> grade writing teacher. Cathy joins us as a first-year teacher, after making a mid-career switch away from the law. When we hired her in August, her enthusiasm and kindness were infectious. Since beginning, the feedback I have heard from students has been outstanding and I often hear students telling me how she supports them and how they feel safe in her room. The positivity she brings to our building cannot be overstated and I am happy to have her as a member of our staff. As if that is not enough, Mrs. McQuade has also willingly given of her personal time to help students get a school newspaper up and running and so far has helped to oversee two issues successfully being printed and handed out.

## **Curriculum, Instruction, and Assessment Updates:**

As 2021 gets underway, we will continue to focus on examining our math curriculum with an eye on identifying textbooks to carry us into the future. Additionally, science is an area that I would like to begin prioritizing in terms of getting vertical articulation work completed across our school. With our strong math and science staff, I feel as though, at some point in the next few years, BMS could be a strong STEM school.

Additionally, we will be looking to increase our use of iReady data to provide both intervention and enrichment for our students. Before the break, Mrs. O'Connor and I identified a way to increase her time with all students, in safe, small-group settings, to provide intervention. In addition, I am looking to our end-of-day bulldog block periods as an extension of this work and will be working with staff on using this time to support students in their specific academic and learning needs.

## **Professional Development:**

Our January PD will focus on supporting our staff learning around restorative practices. I am surveying staff needs and am looking to provide learning that gives teachers what they need to continue improving our school's culture and climate.

**Upcoming Events:**

- Semester 1 ends on January 19. Students switch specials for the balance of the school year.

**General Comments:**

*Climate*

I continue to prioritize climate, through seeking to improve my communication skills, but also through providing staff consistent opportunities to voice their needs and concerns. I am eager to get PD off the ground that staff will see as immediately useful for their work.





## Canterbury Public Schools

### Pupil Services Office

Cori Beckwith, Director of Pupil Services  
 45 Westminster Road Canterbury, CT 06331  
 (860) 546-1040 ♦ [cbeckwith@canterburypublicschools.org](mailto:cbeckwith@canterburypublicschools.org)  
<http://www.canterburypublicschools.org/special-education/>

#### Celebrations

- Two high school students have been exited from special education because their Least Restrictive Environment is now within the regular education setting. This is a testament to these students' drive and effort, and the balanced support of their families knowing when to raise expectations and when to help their children understand and navigate the impact of their disabling condition on learning. Congratulations to the students and their families.
- One of our young adult students has received his high school diploma after several years of hard work and family support. This is a tremendous accomplishment, and a true example of the possible success when we work together toward a common goal.

#### Curriculum, Instruction, and Assessment Updates

- A small group of faculty from the Pupil Service department has started developing a tool to identify the need for paraprofessional support when a student is struggling. Our goal is to strike a balance between supporting a student's classroom learning while building the student's capacity to problem solve and learn with increasing independence. In utilizing a tool like this, we would be joining the practice of several other towns in and beyond Connecticut.
- A small group of faculty from the Pupil Service department continues to develop an aligned process from assessment to intervention, so that our district can implement findings from current, efficacious, research on teaching and learning. This group has analyzed best practice, compared it with Canterbury's current practice, and has identified actionable steps toward improving the way we align assessment results with intervention in daily practice. This group has identified our priorities as: creating a district level team to analyze data, creating building levels teams to analyze data, but most importantly, starting with analyzing data at grade level teams. These are large steps that need to be broken down into smaller tasks. This team will continue to develop the plan until it is actionable by the teachers in the classroom.
- Pupil Services Department by the Numbers

Number of PPTs Since Start of School	Number of Assessments Completed since Start of School	IEPs at the Start of School / Currently	Out of District Placements at the Start of School / Currently
74	25	87 / 76	Clinical 5 / 4 Transitional 4 / 5 Academic Intensive 1 / 2 Out of Town / Magnet 1 / 2 Alternative 1 / 1



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### Professional Development:

- Nine staff members have completed Physical and Psychological Management Training. The training teaches staff how to safely de-escalate a situation and provide a safe, approved physical hold when a student is in crisis. This is a state required training, and those who have been trained will support our district as building-based crisis teams.

### Upcoming Events:

- Review of the identification process for students who may be gifted and talented is underway, and student screenings/data review will take place in the month of January.
- ESY is tentatively scheduled Tuesday, Wednesday, and Thursday 8:30-11:30, July 6, 2021-July 29, 2021. The program was virtual last year due to COVID restrictions but will be in-person this summer as long as the district is not hampered by the pandemic. Students in out-of-district placements will follow the schedule of their program.