

CANTERBURY ELEMENTARY SCHOOL

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

CES Report to the Board of Education for June 2022

Celebrations

We celebrate the progress our students have made this year! In reviewing the attached CES spring i-Ready results, we notice:

- Math (typical growth) in Grades 2 – 4 100% plus progress toward annual typical growth
- Math (stretch growth) Grade 4 met 94% progress toward stretch growth , Grade 3 met 80% of stretch growth, Grade 2 met 106% of stretch growth
- Reading (typical growth) Grades K-4 100% or more progress toward annual typical growth
- Reading Grade 2 met 105% of stretch growth
- Mathematics overall placement at CES (Grades K – 4) 41% mid or above grade level 24% early on grade level 32% 1 grade level below 2% more than 2 grade levels below
- Reading overall placement at CES (Grades K – 4) 45% mid or above grade level 25% early on grade level 26% 1 grade level below 5% more than 2 grade levels below

Congratulations to the students and staff of CES for such progress!

We had many family events at the end of the year such as the Celebration of the Arts, 2 Family Fun Nights, and our Grade 4 Fun night, which included pizza for families this year. We celebrate each opportunity to be together.

Our Celebration of the Art was spectacular on May 25th. It was wonderful to have the room full for a concert. We estimate over 300 people came to see the art show and/or view the concert. There was a line from the CES front door to the large parking lot when the doors opened at 5:30. The artwork and song was well loved by the families!

In May, we focused on the CES attribute of responsibility and communication. Again, many students received accolades for how well they demonstrate CES values.

Our Principal's Advisory Council (PAC) met in early June and made final decisions on our new character values. The values reflect many that we have had and some new ones. Stay tuned for update over the summer! This summer, one of our enrichment programs will paint a mural with the values right by the CES office!

Our scheduling committee completed our new CES master schedule, which provides times for instruction, UA classes, intervention, enrichment, data teams, lunch, and recess. Many thanks to the scheduling team who meet weekly for the last two months to make this a reality. (new master schedule attached)

We celebrate the transition of our 4th graders to Dr. Helen Baldwin Middle School. We had a 4th grade Fun Night on June 6th with pizza for families. The PTO and families decorated the cafeteria. Families made individualized yard signs for each student. Our 4th grade Send Off was held on Tuesday morning. The 4th grade Team and our music teacher collaborated for a fun and well run celebration! The 4th graders really enjoyed their visit to Baldwin at the end of May. We will miss you, 4th Grade!

Curriculum, Instruction and Assessment

We completed our i-Ready and Smarter Balance assessments. We also completed our other end of year assessments, for example Reading DRA and writing prompts.

All the materials for our new phonic and math program have been delivered. We had math professional development on June 9th and June 10th for teachers in "Illustrative Math." We also worked on our Health Curriculum, School-wide Assembly plans, and our SAT/SE intervention process.

The new phonics program "Really Great Reading" has virtual professional development workshops and these will occur over the summer and at the beginning of next school year.

We welcome summer school and enrichment to CES, to start on Tuesday, July 5th, with teacher Mr. Kolodziej as a summer school coordinator.

Thank you for your support this year, Canterbury Board of Education!

Respectfully submitted by Principal Sarah Cary

Diagnostic Growth - Math

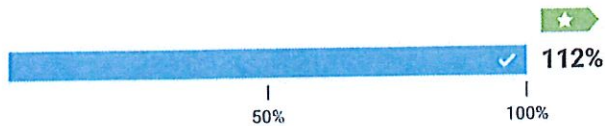


School
Subject
Academic Year
Comparison Diagnostic

CANTERBURY ELEMENTARY SCHOOL
Math
2021 - 2022
Most Recent

Students Assessed/Total: 222/223

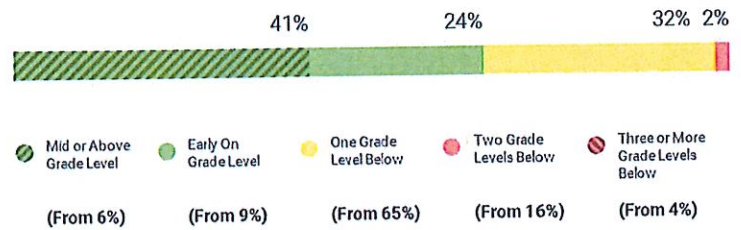
Progress to Annual Typical Growth (Median)



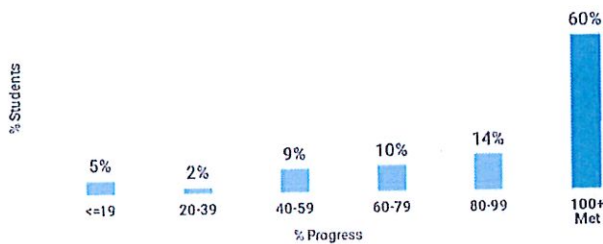
The median percent progress towards Typical Growth for this school is 112%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

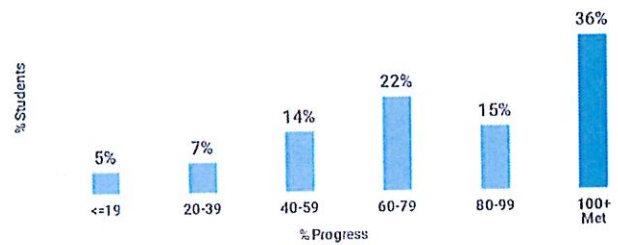
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Show Results By

Grade

Showing 5 of 5

| Grade | Annual Typical Growth | | Annual Stretch Growth® | | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
| | Progress (Median) | % Met | Progress (Median) | % Met | | |
| Grade K | 86% | 38% | 67% | 18% | 54% | 50/51 |
| Grade 1 | 94% | 41% | 68% | 27% | 63% | 41/41 |
| Grade 2 | 146% | 85% | 106% | 54% | 83% | 41/41 |
| Grade 3 | 112% | 66% | 80% | 34% | 79% | 47/47 |
| Grade 4 | 150% | 74% | 94% | 49% | 86% | 43/43 |

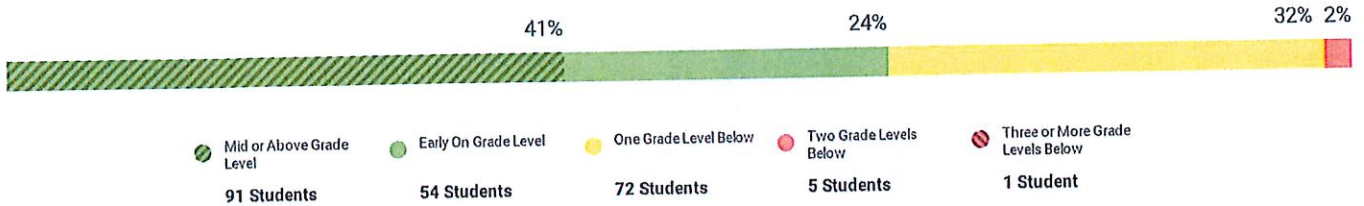
Diagnostic Results - Math



School: CANTERBURY ELEMENTARY SCHOOL
 Subject: Math
 Academic Year: 2021 - 2022
 Diagnostic: Most Recent
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 223/223



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 5 of 5

| Grade | Overall Grade-Level Placement | Mid or Above Grade Level | Early On Grade Level | One Grade Level Below | Two Grade Levels Below | Three or More Grade Levels Below | Students Assessed/Total |
|---------|-------------------------------|--------------------------|----------------------|-----------------------|------------------------|----------------------------------|-------------------------|
| Grade K | | 51% | 14% | 35% | 0% | 0% | 51/51 |
| Grade 1 | | 24% | 29% | 46% | 0% | 0% | 41/41 |
| Grade 2 | | 46% | 27% | 24% | 2% | 0% | 41/41 |
| Grade 3 | | 26% | 30% | 40% | 4% | 0% | 47/47 |
| Grade 4 | | 56% | 23% | 14% | 5% | 2% | 43/43 |

Diagnostic Growth - Reading

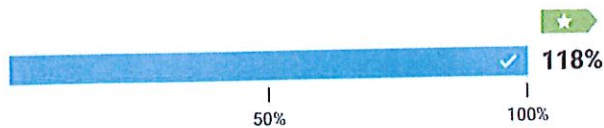


School
Subject
Academic Year
Comparison Diagnostic

CANTERBURY ELEMENTARY SCHOOL
Reading
2021 - 2022
Most Recent

Students Assessed/Total: 223/223

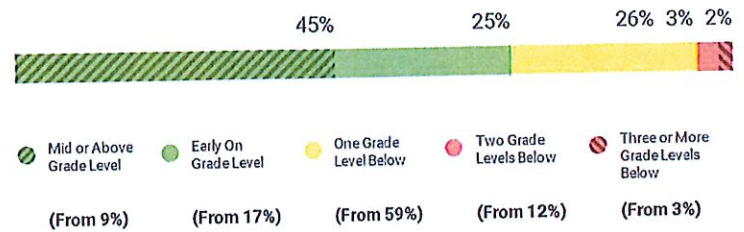
Progress to Annual Typical Growth (Median)



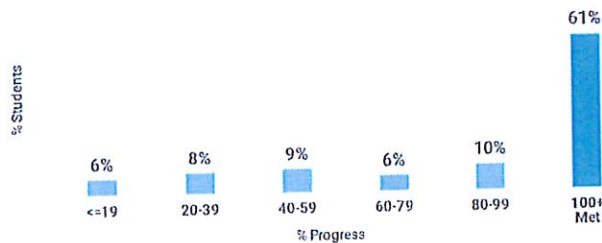
The median percent progress towards Typical Growth for this school is 118%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

[Learn More About Growth](#)

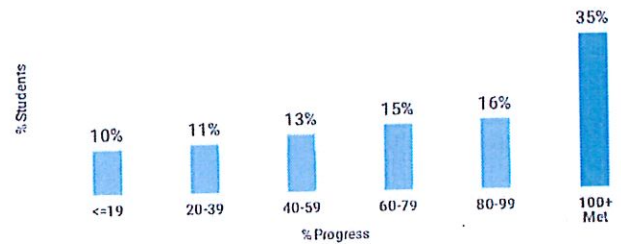
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Show Results By

Grade

Showing 5 of 5

| Grade | Annual Typical Growth | | Annual Stretch Growth® | | % Students with Improved Placement | Students Assessed/Total |
|---------|-----------------------|-------|------------------------|-------|------------------------------------|-------------------------|
| | Progress (Median) | % Met | Progress (Median) | % Met | | |
| Grade K | 110% | 53% | 75% | 22% | 76% | 51/51 |
| Grade 1 | 100% | 51% | 73% | 37% | 61% | 41/41 |
| Grade 2 | 154% | 83% | 105% | 59% | 88% | 41/41 |
| Grade 3 | 138% | 62% | 79% | 28% | 62% | 47/47 |
| Grade 4 | 125% | 58% | 63% | 37% | 60% | 43/43 |

Diagnostic Results - Reading

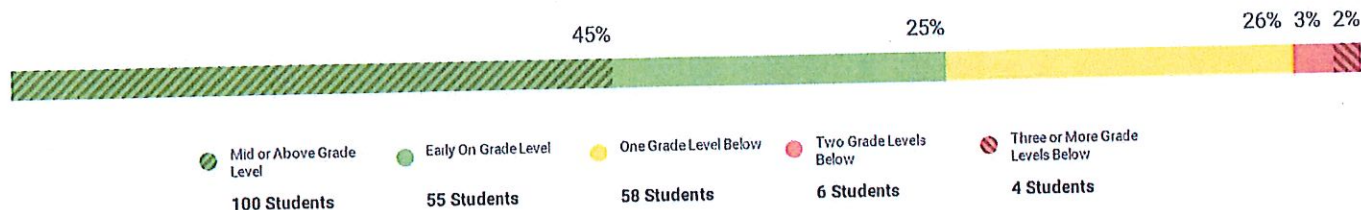


School
Subject
Academic Year
Diagnostic
Prior Diagnostic

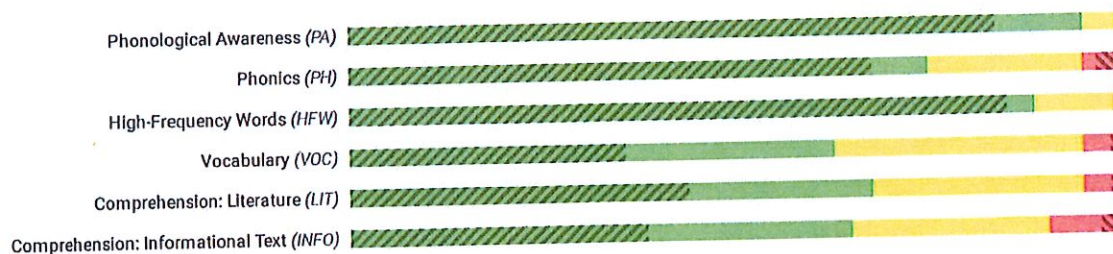
CANTERBURY ELEMENTARY SCHOOL
Reading
2021 - 2022
Most Recent
None

Overall Placement

Students Assessed/Total: 223/223



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 5 of 5

| Grade | Overall Grade-Level Placement | Mid or Above Grade Level | Early On Grade Level | One Grade Level Below | Two Grade Levels Below | Three or More Grade Levels Below | Students Assessed/Total |
|---------|-------------------------------|--------------------------|----------------------|-----------------------|------------------------|----------------------------------|-------------------------|
| Grade K | | 49% | 29% | 22% | 0% | 0% | 51/51 |
| Grade 1 | | 41% | 20% | 39% | 0% | 0% | 41/41 |
| Grade 2 | | 51% | 27% | 20% | 2% | 0% | 41/41 |
| Grade 3 | | 43% | 30% | 15% | 11% | 2% | 47/47 |
| Grade 4 | | 40% | 16% | 37% | 0% | 7% | 43/43 |

Dr. Helen Baldwin Middle School

⌘ Respect ⌘ Responsibility ⌘ Community ⌘

* 45 Westminster Road, Canterbury, CT 06331 * Phone: 860-546-9421 * Fax: 860-546-6289 *

Celebrations:

Students

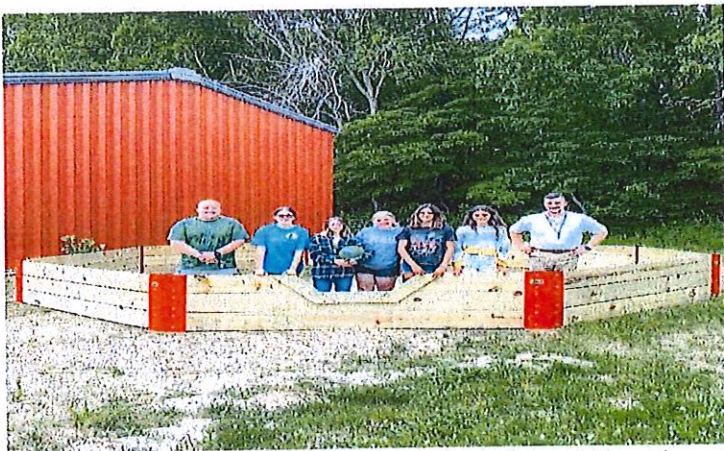
CAS Scholar Leaders:

On June 6, we celebrated David Ivan and Noemia Amaral at the Aquaturf in Southington, CT. It was a lovely ceremony, attended by the students, their families and BMS staff members. Both students had a great time and I am excited to see what they accomplish in high school.



Gagaball Pit:

Thanks to the generosity of the PTO, the 5th and 6th graders are now able to play Gagaball on their playground. The NJHS students worked hard with Mr. Hill and myself to build the pit on Thursday June 2. The student leaders had fun learning how to use drills and were able to build the pit in just over 3 hours. It would not have been possible without their assistance and hard work!



From Left to Right:

Mr. Hill, Noemia Amaral, Alleigh Croteau, Emma Kopplin, Kylee Cyr, Emma Weitnknecht, Mr. Dukette

Staff

This month I would like to say farewell to two staff members who are leaving Baldwin Middle School.

Kathy Faulkenberry will be retiring after a career of more than 20 years at BMS! She will be missed. She has been an incredibly flexible educator in the time I have worked with her, providing intervention, language support, reading support, and most recently, working as the grade 5/6 social studies teacher. She is looking forward to spending more time with her husband and her grandchildren.

Cathy McQuade will be leaving Baldwin to take a position at a CREC school in East Hartford. Mrs. McQuade has been a positive force in the two years she has worked with us, always providing a smile for our students and a positive voice for our staff. Unfortunately, Cathay was driving an hour each way from home to work each day, so she is excited to take a position closer to her home.

Curriculum and Assessment Update:

We have a ton of summer curriculum writing occurring over the next few months:

- PBIS curricular work to continue to improve and hone our behavior structures across the building;
- Social studies work to align our grades 5-8 curriculum and to ensure adequate reading and cross-disciplinary opportunities;
- Spanish work to continue to build out the 7-8 curriculum while also aligning from grades 3-6;
- Language Arts curricular work to facilitate the shift from two teachers in grades 7/8 to one;
- Health and PE curricular work to ensure a solid grade 5-8 health and PE curriculum;
- Band curriculum to foster more transition between grades 4 and 5.

Health teacher proposal

Over the past 2.5 years that I have been in the building, we have seen an increase in a few concerning, student health-related areas:

- 1) Vaping- First and foremost has been an increase in incidences of vaping, which over the past 2 years alone has resulted in 9 suspensions over 2 years. While we are using grants to implement vape detectors across the school, a health curriculum that is dedicated to providing proactive and pre-emptive learning around vaping can hopefully reduce this issue
- 2) Inappropriate texting- Middle schoolers, especially 7th and 8th graders, struggle to understand the importance of using technology appropriately. This leads to instances of them sending inappropriate content to one another via their phones, messaging apps, etc., such as body-related images, cyber-bullying, etc. Health curriculum that addresses these issues could help our middle schoolers to have a greater awareness of the dangers, risks, and consequences of inappropriate use of technology, and will hopefully lead to better choices and a reduction in school-related consequences.
- 3) Mental health- Since Covid-19 we have seen a significant increase in students with depression symptoms who struggle to cope with anxiety. While counseling is a

long-term solution, a health curriculum that focuses on coping strategies would be a positive long-term support for our students.

While this was not part of my original budget request this year, I did propose it for the 21-22 school year. At the time, we did not bring it forward to the board as we were prioritizing a Spanish hire. With the continuing concerns I have with vaping and with a looming employee vacancy, I think this would be a great time to shore up this important curricular area, allowing us to provide a full curriculum for BOTH Physical Education (which impacts our state school score) as well as health. At this time, Mr. Hill is doing his best to teach both curriculums and with the emphasis on PE scores, our students are definitely receiving more PE than health.

Please see the attached one-page handout for more information.



Canterbury Public Schools

Pupil Services Office

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

Board of Education Report

June 14, 2022

Pupil Services Department : End of Year Summary

- **Organizational Operations**

- New full time social work position at our middle school for FY 23
- Piloted inclusive and responsive education with a focus on co-teaching and inclusion at the elementary school, with a first grade classroom model of the philosophy.
- In partnership with the middle school principal, reorganized the structure of the middle school schedule by creating a continuum of classroom level support by creating cotaught (special education teacher and regular education teacher) sections of core academic classes and paraprofessional supported sections.
- In Partnership with a team of educators from the Pupil Services Department, designed FLEX, a classroom framework consisting of the following pillars of inclusive education for children, in PreK and above, with intensive needs: earliest intervention, family involvement/cooperative planning, individualized/intensive programming, comprehensive curriculum, functional approaches to behavior, instruction/assessment, structured/predictable learning environment, staff training, and peer relationships
- Ongoing development and supervision of district-wide reading and math intervention programs
- Shifted to data driven Student Assistance Team practices in both schools
- Assessed English learners' proficiency in the English language and developed an English Acquisition Plan framework to support speakers of other languages to develop their skills in English
- Conducted annual Gifted and Talented screening and assessment

- **Student Learning Platforms**

- Adopted an applied behavioral analysis software program to support data driven goals and objectives
- Began using the Sparkler app to assess our youngest learner's development, and incorporated this into our PreK screening
- Continued with Learning Ally reading program to help students improve their oral reading fluency

- **Increasing Internal Capacity**

- Seven faculty members were trained in Orton Gilligam, scientific, research-based phonics instruction
- Two faculty members were trained in Structured Reading

- Three faculty members were trained Charting the LifeCourse, a framework for planning successful transitions in students' lives
 - Trained three faculty members on Section 504 Program One: The Basics and Section 504 Program Two: The Nuances with Perry Zirkel
 - Engaged in internal professional development on SERC's IEP Rubric for Quality IEP Writing
 - Engaged in "Case Rounds" which is a practice borrowed from the medical model to study a case/student to reinforce the concepts of alignment throughout a student's evaluation results, IEP qualification criteria, goals and objectives written, and Extended School Year determination to determine whether IEPs are resulting in educational benefit to the student. This was a recommendation of our CREC audit completed last year at this time.
 - Suicide prevention training was attended by our social work intern
 - Initial Physical Management Training was completed by select new staff, and a refresher module was completed by previously certified staff
 - Prerequisite training was completed internally as part of the Pupil Services Department's preparation for the roll out of the new IEP, CTSEDS, on July 1. Topics included: writing SMART (Specific, Measurable, Attainable, Relevant, and Timely) and standards-based goals in IEPs, using baseline to determine a student's present level of performance and basing growth on that, and much more)
 - Picture Exchange Communication System: a two-day professional development for our speech pathologist and PreK teachers.
 - Mental Health First Aid: A certification course completed by most paraprofessionals
- **Establishment and Maintenance of Community Connections**
 - Southeast Regional Action Council
 - Social Work Community of Practice
 - Youth Service Bureau
 - Local Interagency Service Team
 - PreK Forum

Program Updates



- Through a non-traditional path, three students from our department graduated with their high school diplomas during the 21-22 school year.
- Pupil Services Department by the Numbers

| Number of PPTs Since Start of School | Number of New Referrals since Start of School | Number of Assessments Completed since Start of School | IEPs at the Start of the 21-22 School Year / Currently | Out of District Placements at the Start of School / Currently |
|--------------------------------------|---|---|--|---|
| 188 | 28 | 39 | 74 / 84 | <div>Clinical 3/2</div> <div>Transitional 4/6</div> <div>Academic Intensive 1/0</div> <div>Alternative 0/1</div> <div>Ag/ Magnet 3/3</div> <div>Out of Town 2/1</div> |

- End of Year Review with paraprofessionals and certified staff resulted in the following strengths of our work this year and suggestions for improvement in the future.

Year in Review 21-22

Paraprofessional Quarterly Meeting

|  |  |
|--|--|
| <ul style="list-style-type: none"> ● Scheduling at BMS is based on teacher and student needs ● Everyone is helpful and supportive, team feeling ● Paras support each other really well ● Support is present from teachers ● Being a part of team meetings for struggling students ● Helpful not going to specials so time could be spent meeting with teachers ● Cori is approachable ● Union steward is doing a great job | <ul style="list-style-type: none"> ● Would like to report to special education teacher (rather than regular education teacher) to discuss students/needs for the day ● More planning time with teachers. Sometimes planning on the fly. ● Need time to discuss high student needs when transitioning between paras ● Scheduling is difficult at CES due to overlap, communication of student needs during transitions to library ● Time is needed for paras to meet with teachers, admin to discuss student needs ● Training for paras as needs come up: speech, playground behaviors, behavioral expectations, defining the gray areas, where to go for consultation when needed in the moment ● What to do with repeat inappropriate behaviors, not severe, but continuous. |

Year in Review 21-22: Certified Pupil Services Staff



- Collaboration on high needs program
- Regular team meetings on high needs students
- PreK students with high needs made huge gains
- Orton Gillingham training with summer tutoring opportunities
- Attending professional communities of practice and PreK forum were helpful
- Virtual trainings made out of district opportunities more accessible
- School Based Health Center starting up this year with counseling services
- Links with outside agencies continued and expanded
- We had 3 graduates who uses alternative means to meet State of CT graduation requirements
- Attended training on PECS, Lifecourse, 504 Plans
- Addition of a new social work position



- Needing better communication when students are referred from Birth-to-Three services. Often paperwork is missing or meetings are not scheduled.
- Needing consistent placement of paras in classrooms with less change
- Wanting more para training, individually and in a group
- Wanting to focus on CTSEDS during PD time in 22-23.
- Wishing for field day to be planned through an inclusive/developmentally appropriate lens
- Wishing for dietary-conscious snacks when food is provided building wide (gluten, dairy, nuts)
- Wishing for the nursing staff to share allergy information, building-wide, at the beginning of the school year.