



Date: November 20, 2024
To: Granby Board of Education
From: Colleen Bava, Principal
Subject: Annual Kelly Lane School Report 2024-25

1. What are some notable school successes that have occurred within the past year?

- Kelly Lane was recognized as one of the top elementary schools by the Connecticut Association of Schools in March 2024, highlighting our commitment to excellence.
- We achieved a 95% attendance rate for the 2023-2024 school year, demonstrating strong student engagement and family support.
- We saw a significant 5.8 % decrease (from 11.11% to 5.03%) in overall absenteeism compared to the previous years, a reflection of our proactive attendance initiatives.
- We implemented a streamlined approach to our Multi-Tiered System of Supports (MTSS), allowing us to better address students' academic, social, and emotional needs.
- We were excited to launch a pilot English Language Arts (ELA) curriculum for grades K-2(3), focusing on strengthening foundational literacy skills across early grade levels.
- Our community outreach includes "Kelly CARES" bags for local homeless shelters and a food drive, reinforcing our commitment to fostering empathy and service among students.
- We introduced a Lending Library, beautifully painted by a parent volunteer, providing students and families with increased access to books and encouraging a love of reading at home for free!

2. How is your school working to support the district goal of connection?

- Our schoolwide CARES community service initiative promotes a culture of kindness, respect, and accountability, supporting the district's connection goals across all grades.
- Monthly social-emotional learning (SEL) themes based on character traits and purposeful circles foster strong relationships and build trust within classrooms.
- Vertical CARES groups mix students from various grades, creating a sense of community and mentorship throughout the school.
- The check-in and check-out system provides additional support for students in need, ensuring they have consistent adult connections each day.
- Unified Sports participation for three years supports inclusion, teamwork, and positive relationships among all students.

- "One School, One Book" unites students, staff, and families around a shared reading experience, strengthening our school community. This past year, the PTO sponsored this event and the year before the Granby Education Foundation supported this event.
- Community-building events such as author visits, literacy events, and the art show bring families together to celebrate student achievements and creativity.

3. How is your school working to support the district goal of believe?

- Our school supports the district goal of "Believe" by having staff actively participate in schoolwide culture, climate, and equity committees, ensuring that our values of inclusivity and high expectations are reflected throughout the school.
- Twice a year, learning experiences within the classroom showcase students' work to help connect with the district goal of "believe" by highlighting how the school supports this vision.
- We offer Lunch and Learn sessions where staff provide professional development to their peers, fostering a collaborative learning environment and reinforcing a culture of growth.
- Professional development opportunities, including training in restorative practices, teaching assistant (TA) support, and the Science of Reading, are provided to educators to enhance instructional strategies and student outcomes.
- We maintain strong communication with families through weekly eblasts and updated newsletters, which include helpful links and resources on our website, ensuring that all stakeholders are informed and involved in the school community.
- The Book Buddy Program for Kindergarten promotes the belief that "all kids are readers," pairing younger students with older peers to foster a love of reading, build confidence, and support literacy development.

4. How is your school working to support the district goal of achieve?

- Grade-level PLC goals align instruction and ensure all students receive the support needed to meet academic standards.
- Implementation of MTSS to provide targeted interventions and differentiated instruction, addressing the needs of all learners.
- Teaching Assistant (TA) training focuses on supporting small groups, allowing for personalized attention to boost student achievement.
- Shared resources and strategy folders across classrooms promote collaboration and the use of effective teaching methods across the school.
- Enrichment choice boards for Math challenge students and foster deeper learning and engagement in the subject.
- Developed a program to provide individualized support to help all students reach their academic potential (*RISE - Reaching Independence through Support and Education*).
- Peer Learning Walks and Observations allow teachers to observe and learn from each other, enhancing instructional practices and student success.

5. Describe any challenges and unique school level considerations?

- Aligning and structuring software programs across grade levels and departments is challenging, requiring ongoing support and training for effective integration into the curriculum.
- The new reading legislation will require additional professional development and resources to ensure teachers are fully equipped for effective literacy instruction.
- Scheduling challenges arise from fluctuating enrollment and the need to adjust grade-level sections, making it difficult to balance class sizes and meet diverse student needs.
- Increasing social-emotional learning (SEL) needs, particularly in behavior support, require more resources such as trained tutors and specialists to maintain a positive learning environment.
- Staffing challenges, particularly in securing special education teaching assistants, affect the consistency and quality of support provided to students due to a shortage of qualified candidates.

6. What are the long-term plans that support your school's interests and needs?

- Our long-term goal is to comply with the new play legislation by integrating play-based learning strategies in early childhood while balancing academic rigor and meeting state requirements. This will require ongoing planning and resources to implement play-based learning strategies in the early grades while balancing academic rigor
- We aim to create a flexible, sustainable schedule that adjusts to fluctuating enrollment, ensures equitable access to resources, and maintains manageable class sizes.
- A future plan to increase Pre-K enrollment to provide more children with a strong foundation for academic success.
- Expanding to a Pre-K program for 4-year-olds will provide more learning and socialization opportunities, better-preparing students for kindergarten.
- With the ongoing implementation of the new reading legislation, we are committed to implementing an effective foundational literacy program through ongoing professional development, pacing, and curriculum alignment.
- We will work to implement clear, developmentally appropriate report cards and progress reports for Pre-K through 2nd grade, providing families with transparent insights into student growth.