

Revised September 28,2026



Granby Public Schools
2nd Generation Strategic Plan
2026-2031

Granby Board of Education

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Introduction

Connect. Believe. Achieve. These three words capture the focus and direction of the Granby Public Schools Strategic Plan. This plan establishes the district's vision, core values, beliefs about learning, and vision of a learner, along with our strategic goals and action plans. It helps to create a shared understanding for our community to align efforts and support student success.

Student success is the essence of our work. Our goal is for every student to develop the transferable skills, confidence, and resilience needed to thrive now and in the future. Through strong partnerships with families and the community, Granby Public Schools prepares students to be empowered learners, effective communicators, and engaged contributors.

The Board of Education approves long-range district goals and annually reviews progress toward those goals. Over the next five years, progress toward these goals will be shared with the Board through program updates, curriculum revisions, policy proposals, and budget requests.

We extend sincere appreciation to the educators, families, students, and community members who contributed their voices and expertise to the development of this strategic plan.

The Granby Board of Education
October 7, 2026

Vision

All members of the Granby Public Schools community learn with purpose, lead with compassion, and succeed together. We **connect** through authentic relationships, **believe** in the limitless potential of every individual, and **achieve** through a shared commitment to growth and excellence.

Core Values

Connect.

Strong relationships are the foundation of learning. By fostering connection, we create environments where everyone is valued. We listen with empathy, communicate with respect, and act with care to ensure safety, support, and inclusion.

Believe.

Setting high expectations and providing encouragement, resources, and opportunities are necessary for individuals to thrive. We challenge ourselves to confront bias, embrace differences, and lead with courage—because belief must be backed by action.

Achieve.

Achievement requires agency, critical thinking, and the pursuit of excellence in all endeavors. Achievement looks different for each learner. We commit to providing engaging, rigorous, and meaningful experiences that prepare all of us to succeed.

Our Beliefs About Learning

- Learning flourishes in safe, supportive environments.
- Learning is fueled by purpose, curiosity, and relevance.
- Learning is enhanced by clarity, agency, and appropriate support.
- Learning is deepened through collaboration and diverse perspectives.
- Learning grows through cycles of goal-setting, practice, feedback, and reflection.

Vision of a Learner

As a preK-12 learning community, our goal is for everyone to develop important transferable skills that will help them to be successful now and in the future. Through coursework and other learning experiences, we will ensure that each community member can be an:

Empowered Learner

- Think critically
- Engage in inquiry
- Develop and implement strategies for success
- Set goals and persist in reaching them
- Use feedback to adapt and improve
- Apply learning to authentic challenges

Effective Communicator

- Listen to understand
- Participate in respectful discourse
- Source reliable information
- Support arguments with evidence
- Express ideas clearly
- Use technology strategically and responsibly

Engaged Contributor

- Develop meaningful connections
- Collaborate towards shared goals
- Engage across differences
- Advocate for self and others
- Make responsible choices
- Understand that your actions have impact on others

Strategic Goals

Goal 1: Connect — Strengthen relationships and engagement across the district.

Goal 2: Believe — Ensure equitable, high-quality learning experiences for every student.

Goal 3: Achieve — Promote growth, well-being, and readiness for life beyond graduation.

Goal 4: Operational Effectiveness — Ensure that the district's facilities and operations fully support the delivery of high-quality curriculum, programs, and services.

Goal 1: Connect: Strengthen relationships and engagement across the district.

Theory of Action: If we cultivate authentic relationships and meaningful engagement among students, staff, families, and the community, then all learners will experience greater belonging, trust, and support, leading to improved outcomes.

Strategic Actions	Results Indicators	Implementers
1. Build a districtwide culture of belonging and connection through relationship-centered practices.	- Annual student and staff climate survey results demonstrate improvement in measures of belonging, connection, safety, and trusted relationships. - Participation rates in extracurricular activities, clubs, athletics, and school-based opportunities increase annually. - Each school implements and evaluates intentional opportunities for students and staff to build relationships within and across schools.	All staff
2. Strengthen opportunities for students to build relationships through classroom curriculum and consistent advisory support.	- PK-12 SEL scope and sequence is created, implemented and reviewed for consistency across grade levels. - Students participate in intentional cross-grade relationship-building experiences . - Elementary morning meetings and middle and high school advisory programs have defined expectations, learning experiences, and measures of student participation and belonging.	Building Administrators*, Instructional Specialists, Counselors, Teachers, School Resource Officer, SEL Committee
3. Expand restorative and relationship-centered practices across all buildings with consistent training and follow-up.	- All staff participate in training for de-escalation, restorative circles, creating positive learning environments practices - Year over year reduction in behavioral referrals, repeat offenses, suspensions and exclusionary discipline. - Common definitions and reporting practices for major and minor behavioral incidents are implemented across schools, allowing reliable year-to-year comparison.	School Climate Coordinators*, Administrators, Counselors, Social Workers, Teachers, Staff
4. Strengthen consistent, two-way communication, and responsiveness.	- Family climate survey results demonstrate improvement in satisfaction with communication, responsiveness, and access to information. - ParentSquare engagement metrics monitored annually with improvements over baseline data each year. - Districtwide communication expectations are published and consistently implemented - Families demonstrate increased awareness of and connection to available district and community supports.	Central Office Staff*, Building Administrators, Teachers, School Resource Officer

5. Develop community partnerships, intergenerational connections and service-learning opportunities.	• The number and variety of active community, alumni, volunteer, mentorship, and learning partnerships increase over baseline. • Student participation in service learning, mentoring, volunteering, and related community experiences is reported annually, along with student and partner feedback on impact.	Building administrators*, Director of School Counseling, Teachers, Community Partners, Students, Counselors, College and Career Coordinator, Alumni
6. Ensure that student recognition programs reflect a wide range of achievements and contributions to the school and community.	• Recognition opportunities across schools reflect academic growth, the Vision of a Learner, leadership, service, citizenship, creativity, and other contributions. • Student recognition data are reviewed annually to ensure broad participation across grade levels and student groups.	Administrators*, School Counselors, Teachers

Goal 2: Believe: Ensure equitable, high-quality learning experiences for every student.

Theory of Action: If we deliver rigorous, responsive instruction within safe and high-quality learning environments, then every student will be supported, challenged, and empowered to learn at high levels.

Strategic Actions	Results Indicators	Implementers
1. Define the district's Vision of a Learner (VOL) with measurable criteria and ensure that learners receive feedback on their progress toward proficiency.	• Published K–12 continuum defining criteria and proficiency in Vision of a Learner competencies. • Curriculum maps identify where students develop, practice, demonstrate, and receive feedback on VOL competencies. • Increase percentages of students that demonstrate and reflect upon VOL competencies through student portfolios, student-led conferences and Capstone	Assistant Superintendent, District Leadership Team* and Teachers
2. Develop and communicate a shared vision of high-quality teaching and learning aligned to district beliefs about learning and elements of effective instruction.	• District framework for high-quality teaching and learning is defined, communicated and implemented. • Common educator and student “look-fors” are evident in all classrooms across schools. • High-quality learning observed in classroom visits and learning walks at the district, school and department level • Professional learning and coaching cycles conducted based on data	Assistant Superintendent, District Leadership Team* and Teachers
3. Strengthen curriculum development and revision to ensure relevance, rigor, and access for all learners and opportunities for all students to see themselves represented within the curriculum.	• All curriculum areas progress through an established review and revision cycle. • Current curriculum documents are accessible through a common district repository and consistently use the district curriculum template. • Course offerings and proposals are regularly reviewed for relevance, rigor, enrollment, access, and student interest. • Student performance data and input informs curriculum and instructional revisions. • Academic skill progressions provide clear expectations for student learning and inform systems of challenge, intervention and support	Assistant Superintendent*, District Leadership Team, Coaches, Interventionists and Teachers

4. Develop consistent standards-aligned grading and assessment practices.	• Assessments demonstrate alignment to standards, learning outcomes and common success criteria. • Students receive timely, clear and actionable feedback connected to identified learning outcomes • Academic achievement and work habits are reported separately and consistently. • Revised elementary and middle school report cards clearly communicate student progress toward standards to students and families.	Assistant Superintendent, Building Administrators*, District Leadership Team and Teachers
5. Ensure that educators use standards-aligned materials with multiple entry points to provide all students with equitable access to rigorous content.	• Classroom observations and planning evidence demonstrate consistent use of inclusive practices, strategic differentiation, and Universal Design for Learning • Scheduled collaboration between general and special educators supports documented planning for student needs • IEP-required curriculum and assessment modifications, are implemented and aligned to identified student needs. • Student performance data demonstrate growth among students receiving differentiated, intervention, and special education support.	Assistant Superintendent, Director of Pupil Services*, District Leadership Team and Teachers
6. Strengthen Multi-Tiered Systems of Support (MTSS) and intervention strategies that support each student's success and well-being.	• MTSS framework establishes common expectations for academic, attendance, behavioral, and social-emotional support • Schools consistently use common protocols to identify needs, monitor interventions, and evaluate student response. • Increased intervention access at the middle and high school levels • Student intervention data demonstrate progress toward identified academic, attendance, behavioral, or social-emotional goals.	Administrators, Assistant Principals and Instructional Specialists*, School Counseling Staff, Teachers, Interventionists, Coaches
7. Ensure policies and procedures reduce or eliminate barriers and allow full access to curriculum and programs.	• District policies and school-based practices affecting access are reviewed using student participation and outcome data and revised when barriers are identified • Participation in advanced coursework, career pathways, clubs, athletics, and other programs is monitored across student groups, with identified participation gaps reduced over time.	Administrators*, Department Leaders, Counselors, Teachers, Student Activity Coordinators

Goal 3: Achieve: Promote growth, well-being, and readiness for life beyond graduation.

Theory of Action: If we prioritize academic growth, student well-being, and future-ready skill development through robust support and real-world experiences, then every student will graduate prepared to thrive in college, careers, and life.

Strategic Actions	Results Indicators	Implementers
1. Pursue district-wide NEASC accreditation to support coherence of district initiatives and promote continuous improvement efforts.	- The district reports annual progress to the BOE regarding the NEASC accreditation timeline. - NEASC self-study evidence results in documented improvement priorities, actions, and evidence of progress.	All Staff, Administrators, District Leadership Team, NEASC Steering Committee*
2. Continue to develop processes and protocols that measure and support student learning, growth, and mastery of standards as measured by statewide assessments.	- Student achievement and growth data are reviewed at established intervals and result in documented instructional responses and interventions. - Building based teams utilize data to personalize standards based achievement goals and drive instructional decision making at the school level - Student achievement and growth improve over baseline on district and statewide measures, including SBA, NGSS and P/SAT with achievement gaps monitored and addressed.	Assistant Superintendent, Director of Pupil Services, District Leadership Team, Interventionists and Teachers
3. Expand access to social-emotional learning (SEL) and wellness programming to support student wellbeing and attendance.	- Students have consistent access to developmentally appropriate SEL instruction and wellness opportunities. - Student access to school-based mental-health supports are monitored annually. - Community partnerships expand access to substance abuse prevention education and mental health resources. - DESSA and other student wellness/climate measures demonstrate progress in identified areas of need.	Mental health support staff*, Nurses, Counselors, Teachers, Administrators, School Resource Officer
4. Expand opportunities for authentic learning experiences and performance-based demonstrations of learning to increase cognitive engagement.	- Revised capstone expectations result in authentic learning connected to student interests and the Vision of a Learner. - Consistent implementation of PK-3 play-based learning experiences - Field and experiential learning opportunities demonstrate explicit connections to curriculum and learning outcomes. - Student feedback demonstrates increased engagement and ownership of learning	Assistant Superintendent, District Leadership Team*, and Teachers

5. Design future-ready pathways and experiences informed by student interests and career goals.	• All secondary students have structured opportunities to explore interests, aptitudes, careers, and postsecondary options. • Students and Career and Technical Education (CTE) Advisory Board feedback is reviewed annually and informs pathway design • Participation in internships, job shadowing, apprenticeships and other work-based learning experiences increases over baseline. • Courses and pathway offerings expand in response to student interest, workforce opportunities and enrollment data -including opportunities to earn industry- recognized credentials.	Director of School Counseling Career and Work Experience (CWE) Coordinator*, Secondary Staff, Counselors
6. Support staff well-being through building-based and district-supported structures.	• Staff feedback demonstrates that professional learning is purposeful, relevant, and responsive to individual needs. • Increased opportunities for teacher leadership • District and school recognition practices provide regular opportunities to acknowledge staff contributions. • Staff climate/engagement measures and retention data are reviewed annually to address needs.	Administrator and Director of Human Resources*, District Leadership Team, Staff
7. Strengthen student voice, leadership, and participation in all aspects of the school community.	• Student participation in leadership groups, advisory councils, and student forums and other leadership opportunities increases over baseline. • School Climate Committees document how student input informs priorities or actions. • Leadership academy provided for team captains and club leaders • Student survey results demonstrate increased perception that student voice is heard and valued.	Building Administrators*, Staff, Student Leaders, Athletic Coaches
8. Enhance digital literacy to ensure that technology use, including Artificial Intelligence (AI), supports critical thinking and is utilized in informed, effective, and ethical ways.	• Staff demonstrate increasing knowledge and implementation of best practices for AI and digital literacy. • Published AI guidelines for ethical and purposeful use by students and staff • Utilization of Library Media Specialists to develop a progression of K-12 media and digital literacy skills and related lessons • Age-appropriate technology use and screentime guidance is developed, communicated, and reviewed for effectiveness.	Technology Department*, Administrators, District Leadership Team, Library Media, Teachers*

Goal 4: Operational Effectiveness: Ensure that the district's facilities and operations fully support the delivery of high-quality curriculum, programs, and services.

Theory of Action: If the district operates in an efficient, effective manner, engages in careful planning, and implements plans to meet the needs of the community now and in the future, district resources will fully support the realization of the core values, beliefs about learning, and Vision of a Learner.

Strategic Actions	Results Indicators	Implementers
1. In collaboration with the Town of Granby, evaluate current staffing and operations for efficiencies and improvements.	• Independent evaluation report describes work flow, redundancies and gaps • Comparison of current status to standards for public sector work • Comparative analysis to similar districts • Organizational chart	Central office administrators Superintendent of Schools*
2. Enhance opportunities for students and educators through collaboration with local, state, and regional partners.	• Shared professional learning opportunities • Joint curriculum writing • Shared special education programming • Shared efficiencies • Cooperative purchasing through CREC Consortium	Assistant Superintendent*, Central office administrators and Building administrators
3. Create and implement systems for assessment of facilities and capital assets to address deferred maintenance and ensure modern learning environments.	• Every district facility is assessed on an established cycle. • Annual facilities audit, identifies and prioritizes maintenance, safety, instructional-space, furniture, and accessibility needs. • Capital improvement plan updated annually based on facility condition, program needs, safety, and projected costs. • Specialized spaces support curriculum and programming in alignment with district goals	Director of Facilities and Emergency Management*, Facilities department, Administrators
4. Ensure school environments are physically safe and secure.	• Emergency operations and school safety plans are reviewed and updated annually in collaboration with local and regional public-safety partners. • Required staff safety training and drills are completed and documented; after-action findings result in identified improvements to protocols, facilities, or training. • Safety and security improvements identified through audits, drills, or incidents are tracked through completion.	Director of Facilities and Emergency Management*, Facilities department, Administrators, School Resource Officer
5. Create and implement a systematic process to review and revise Board policies.	• Board policies and administrative regulations are reviewed and updated to reflect legal requirements and current district practices. • Annual reporting identifies policies reviewed, revised, adopted, or scheduled for future review.	Superintendent and Assistant Superintendent

6. Initiate cross training practices and high-quality, personalized learning opportunities for operational staff to build capacity of staff members and increase job satisfaction.	• Critical operational procedures and practices are documented and cross-training is established for identified essential functions. • Job descriptions are reviewed and updated on a defined cycle. • Operational staff participation in role-specific professional learning is monitored annually. • Career pathways mentoring, and coaching for internal advancement • Staff feedback and retention data are used to evaluate effectiveness.	Human Resources and Central office administrators
7. Explore enrollment, programming, and revenue opportunities that maximize district capacity and resources while maintaining high-quality services for Granby students.	• Annual enrollment, available capacity, staffing, program demand, and financial impact are analyzed to inform expansion decisions. • Tuition-based enrollment expands where appropriate without reducing services or access for Granby students. • Net revenue and programmatic benefits are reported annually to the Board.	Superintendent, Assistant Superintendent, Finance
8. Create and implement a five-year plan for incremental upgrades and replacements of technology infrastructure,	• Five-year technology replacement and infrastructure plan identifies lifecycle, priority, projected cost, and replacement schedule for major systems and devices. • Required cybersecurity training is completed annually with participation documented. • Technology replacement progress, system reliability, cybersecurity incidents, and major infrastructure needs are reported annually to the BOE.	Technology Staff, Human Resources
9. Strengthen communication of district identity through website and district publications to enhance transparency, support recruitment efforts, and foster accessible two-way communication.	• Website accessibility and usability are reviewed regularly and identified ADA/legal compliance issues are corrected within established timelines. • Staff responsible for digital content complete compliance training and demonstrate compliance with district publishing expectations. • Stakeholder feedback demonstrates improvement in the accessibility, clarity, timeliness, and usefulness of district communications. • Website, digital communication, and recruitment engagement data are reviewed annually to guide communication priorities and align with district identity.	Communication and Technology Staff



The Granby Board of Education is committed to providing equal employment opportunities. It is the Board's intent to maintain a work environment that is free of harassment, discrimination, or retaliation because of age, race, color, national origin, ancestry, religion, sex, pregnancy, gender identity or expression, sexual orientation, disability, genetic information, marital status, veteran status, uniformed service member status, or any other status protected by federal, state, or local laws.

The Board is dedicated to the fulfillment of this policy in regard to all aspects of employment, including but not limited to recruiting, hiring, placement, transfer, training, promotion, rates of pay, and other compensation, termination, and all other terms, conditions, and privileges of employment.

Upon learning of a concern of discrimination, harassment, or retaliation, a prompt investigation will be conducted, and appropriate corrective action will be taken. Retaliation against any employee who provides information about, complains about, or assists in the investigation of any complaint of discrimination is strictly prohibited.