Kelly Lane Primary School Report



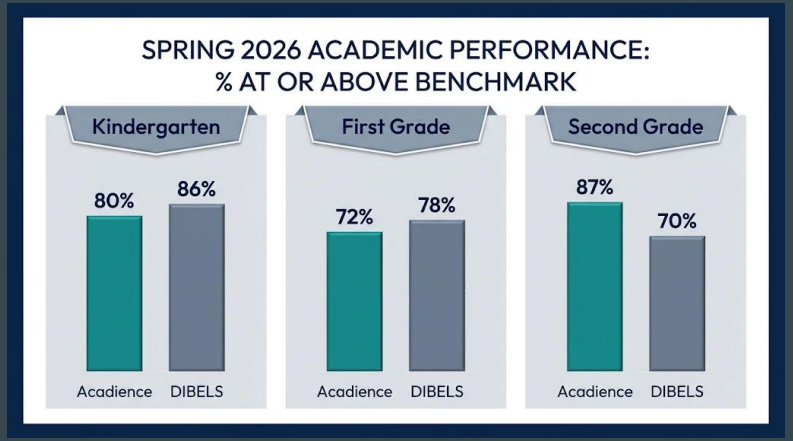
Granby Board of Education
November 18, 2026

Notable Successes

- All Communication is Welcome Here
- Summer Kick Off
- Enrichment Opportunities (author, Mad Science)
- HMH Implementation
- Full-Day PreSchool
- End of Year Benchmarking







Supporting “Connect”

- Buddy Classrooms
- Create Bravely
- School-wide experiences (Assemblies, Boosterthon)





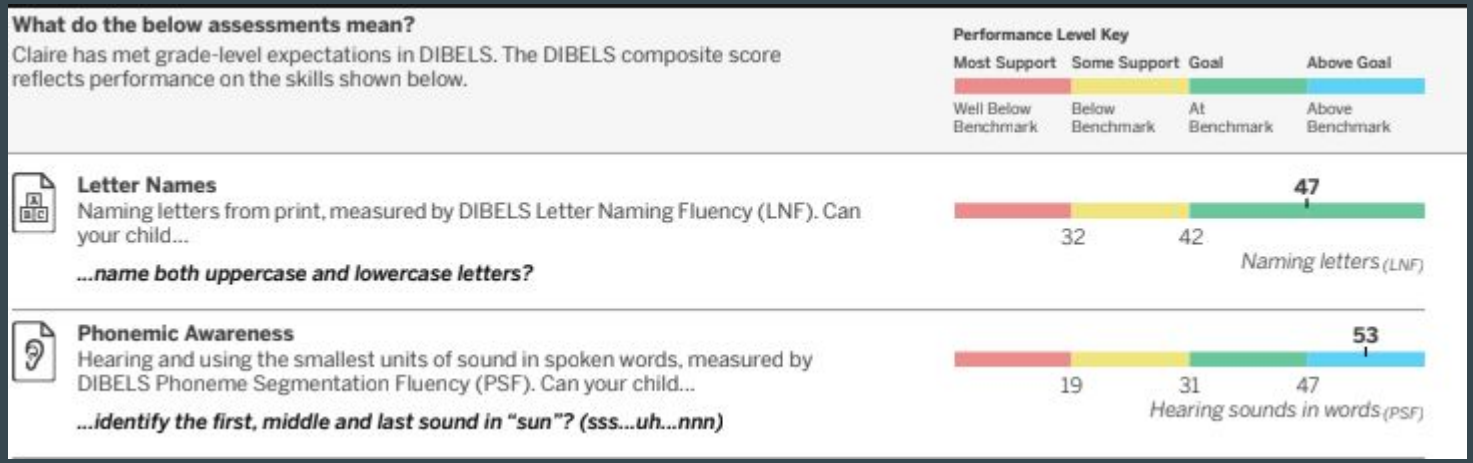


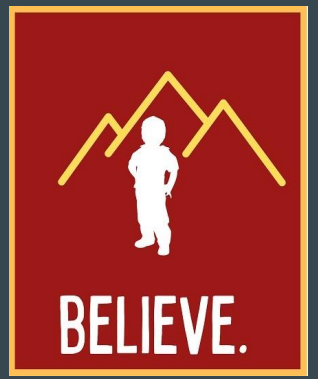
CONNECT.

Supporting “Believe”

- Professional development on Vision, Beliefs, Vision of a Learner, and Strategic Plan
- Standards Based Progress Reports with Rubrics
- PreK data tracking system aligned to DOTS
- Enhance MTSS process in regards to progress monitoring
- Increased assessment communication

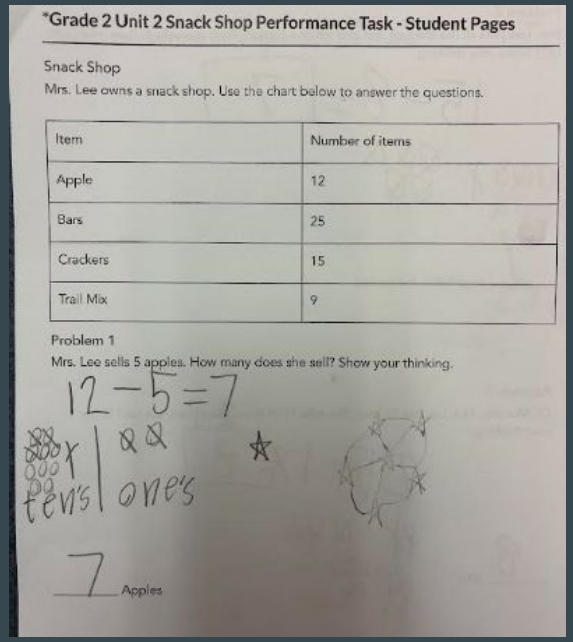
LANGUAGE ARTS
Foundational Skills
Blends and segments sounds and syllables in spoken words
Applies phonics patterns to decode text
Reads with appropriate rate and accuracy
Reads grade level high-frequency words
Reading
Retells stories with key details and the central message or lesson
Asks and answers questions to demonstrate understanding of a text
Identifies types of text and various text features
Makes connections and comparisons within and across texts
Writing
Writes to communicate ideas and information
Adds details to strengthen writing
Language Conventions
Writes with proper formation of upper and lower case letters
Writes sentences with appropriate use of capitalization, punctuation and grammar
Applies phonics patterns to spell words within writing
Speaking & Listening
Asks and answers questions
Expresses thoughts, feelings, and ideas clearly





Supporting “Achieve”

- Utilize PLC to analyze data and plan instruction
- Coaches provide training to TAs on small group instruction and assessment
- Coaches created SBA aligned learning experiences and work with teams on implementation of resources and instruction
- Scaffold SBA performance tasks in grades 1 and 2 towards independence



*Grade 2 Unit 2 Snack Shop Performance Task - Student Pages

Snack Shop

Mrs. Lee owns a snack shop. Use the chart below to answer the questions.

Item	Number of items
Apple	12
Bars	25
Crackers	15
Trail Mix	9

Problem 1

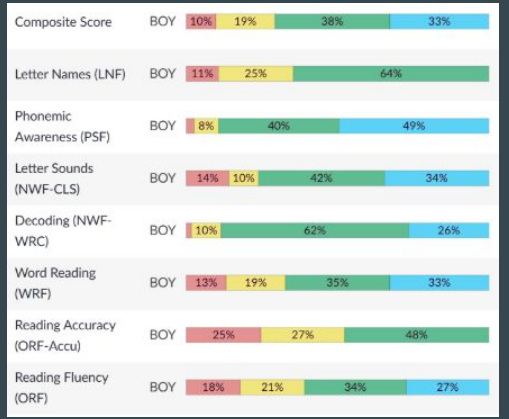
Mrs. Lee sells 5 apples. How many does she sell? Show your thinking.

12 − 5 = 7

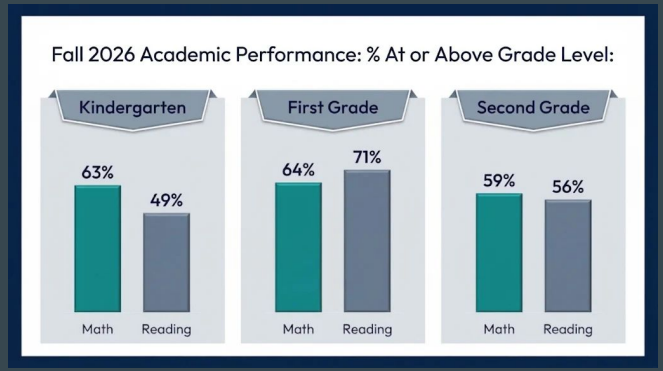
tens | ones

7 Apples

Grade 1 DIBELS



Composite Score	BOY	10%	19%	38%	33%
Letter Names (LNF)	BOY	11%	25%	64%	
Phonemic Awareness (PSF)	BOY	8%	40%	49%	
Letter Sounds (NWF-CLS)	BOY	14%	10%	42%	34%
Decoding (NWF-WRC)	BOY	10%	62%	26%	
Word Reading (WRF)	BOY	13%	19%	35%	33%
Reading Accuracy (ORF-Accu)	BOY	25%	27%	48%	
Reading Fluency (ORF)	BOY	18%	21%	34%	27%





Primary Measures	DIBELS and Acadience benchmarking and progress monitoring, common formative assessments, Intervention progress monitoring
2026 - 2027 Baseline	In the fall of 2026, scores are as follows: Kindergarten Acadience: 63% at or above grade level benchmark, Kindergarten DIBELS: 49% at or above grade level benchmark Grade 1 Acadience: 64% at or above grade level benchmark, Grade 1 DIBELS: 71% at or above grade level benchmark Grade 2 Acadience: 59% at or above grade level benchmark, Grade 2 DIBELS: 56% at or above grade level benchmark
2026–27 Year-End Target(s)	Increase the percentage of students meeting grade-level benchmark on district literacy and math screeners by at least 10 percentage points from fall baseline; at least 80% of students receiving targeted intervention meet or exceed individual growth goals.

Planning note: *Illustrative target because the supplied state-testing report begins with Grade 3. Kelly Lane targets are confirmed after fall benchmark review and it is a school-year growth model.*

SPECIFIC STRATEGIES & TIMELINE

Specific Strategy	Lead / Team	Timeline	Evidence / Checkpoint
Use screeners to identify foundational literacy/math skill gaps and students needing support during each trimester	Principal + grade-level teams + coaches and Intervention teachers	Sept, Jan, Mar	Priority skills and student groups identified.
Utilize PLC to review student progress monitoring data, create groups based on achievement, and develop plans to address student needs	Grade-level PLCs	Oct–May	Documented instructional response and academic goals after assessments in math and ELA.
Provide targeted intervention with regular progress monitoring for students below benchmark.	Intervention + teachers	Oct–May	Growth reviewed every 4–6 weeks with updated goals
Build age-appropriate application, stamina, and multi-step problem solving with SBA aligned resources.	Coaches + teachers	Ongoing	Common tasks/work samples show increasing independence and growth.
Create SBA aligned resources and performance tasks with rubrics	Coaches + teachers	Ongoing	SBA aligned performance tasks and student data with growth over time
Utilize PLC to commonly grade performance tasks to create alignment and determine instructional shifts necessary for student growth	Grade-level PLCs	Oct–May	Documented instructional response and academic goals after performance tasks in math and ELA.

ACHIEVE

Considerations

- Growing need for specialized support
- Growing need for Behavior Supports







Long-term Plans

- Strengthening Staff Collaboration
- Parking Renovations
- Playground Renovations
- Strengthening Data Analysis through EduClimber



