



Pupil Personnel Services

Department Improvement Plan 2020-2021



Granby Public Schools

Vision, Mission, Achievement Goal, Learning Principles, Theory of Action



Vision: Every student educated in the Granby Public Schools will graduate on time, prepared for 21st Century Citizenship.

Mission: All students will become powerful thinkers, effective collaborators, and compassionate contributors in preparation for success in a dynamic, interdependent world.

Achievement Goal:

Students will demonstrate powerful thinking by systemically solving problems through analyzing and synthesizing information and articulating/defending a position.

Learning Principles:

Reflect our district's beliefs and values and describe the non-negotiable conditions required in every learning environment that are a guaranteed right for every student. These conditions constitute effective teaching and serve as guiding principles to which staff and students are held accountable.

Students learn best when teachers provide opportunities for them to:

- Contribute to the creation of a positive, safe and supportive learning environment that personalizes learning, celebrates growth and fosters risk-taking, collaboration, discourse, and questioning;
- Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting and applying meaningful and timely feedback;
- Have choices, engage in exploration and practice and demonstrate perseverance;
- Engage in authentic, real-world and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways;
- Build upon prior knowledge, make connections and transfer learning to new situations; and,
- Understand clearly defined learning objectives that represent big ideas and that teachers model and structure to foster independence.

Theory of Action:

We know teacher quality has the greatest impact on increasing student learning.

Therefore, if students are provided access to highly effective teachers who also develop caring responsive relationships, *AND* if the structures and culture of professional learning communities are used to support high expectations for student learning and improve instruction through the use of:

- standards-based curriculum,
- data driven decision making
- effective teaching strategies,
- ongoing monitoring, and
- flexible time for struggling learners,

THEN we will meet the needs of all learners and all students will achieve at high levels.

2014-2019 Board of Education Goals

The 2014-2019 five-year Board of Education goals to support the district's vision, mission and achievement goal:

1. *Provide a rigorous and diverse 21st Century Curriculum.*
2. *Invest in the professional capital of the staff.*
3. *Develop an operational plan that ensures continued success in an environment of declining enrollment.*
4. *Promote positive engagement and communication with the community.*
5. *Explore opportunities for alternative revenue sources.*
6. *Influence local and state educational policy.*

Vision, Mission & District Achievement Goal

Goal: Develop channels for collaboration to promote equitable outcomes for all students, regardless of disability.

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Work with general education teachers and coaches to determine the priority standards in each content area to allow for differentiation for learners.	Instructional Coaches, PPS professionals, general education teachers	Ongoing	Scheduled and dedicated collaborative time within PLCs, team meetings and curriculum revision work.	Special education teachers will be able to target (progress monitor) lagging foundational skills with specialized instruction and through the content curriculum as well.
2. Target students with disabilities for increased participation in high-level courses and extra-curricular activities.	Special education teachers and service providers	Ongoing	Awareness of student strengths and school based opportunities for enrichment	Increase in the number of students with special needs participating in high-level courses and extracurricular activities.
3. Partner with newly formed Special Education Parent Teacher Organization (SEPTO) to foster relationships and improve communication between professionals and families.	Pupil Services Director and members of the Special Ed department.	Monthly meetings	Willingness of staff to volunteer their time outside of the school day.	Improve the level of understanding, empathy and share knowledge of best practice.
4. Work with principals, teachers and specialists to develop preventative models of social and emotional learning and discipline that will increase staff understanding of the mental health and behavioral needs of their students.	District Administrative team, teachers	Ongoing	Dedicated goals and time for professional development.	Less discipline problems, improved attitudes toward school, less out of district placements for mental health reasons.

Student Achievement

Goal: Students with disabilities will progress through the curriculum in accordance with their neuro-typical peers

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
<p>1. Special education teachers need to be made aware of the critical skills that need to be mastered at each grade/content level in order for their students to keep pace with the curriculum. Similarly, they need to know what is NON-essential in a grade level or what will be revisited elsewhere in the curriculum.</p>	<p>Coaches, teachers, building-based instructional leaders</p>	<p>Ongoing</p>	<p>Prioritizing collaborative time between coaches, general ed and special ed teachers</p>	<p>Diminished need for “substantially separate programming” and more students on grade level at every transition. Faster recovery from “COVID slide”.</p>
<p>2. Use a state-approved dyslexia screener at the K-3 level in order to identify students with early, significant indicators of potential reading disability</p>	<p>Administration, special ed and general ed teachers</p>	<p>Ongoing</p>	<p>Create a plan for the systematic assessment, scoring and processing of data from the screener</p>	<p>Students who are at risk for significant reading disability will be identified earlier and will therefore have a better chance for earlier positive outcome and less negative impact of their education.</p>
<p>3. Increase the capacity of special educators to provide robust specialized instruction to their students, consistent with current best practices.</p>	<p>Administrative oversight, educator initiative</p>	<p>Ongoing: each educator should seek out at least one professional development goal every year</p>	<p>Time, access to PD funds, substitutes</p>	<p>More students will advance in their IEP goals at a faster rate.</p>

Instruction

Goal: Discover and adopt new, research-based best practices by investigating and evaluating programs and teaching tools

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
<ol style="list-style-type: none"> 1. Evaluate current practices and new programs or instructional techniques that will elevate our teaching and improve student outcomes. 2. Provide teachers with the opportunity to write more effective Individual Education Programs (IEPs) that utilize the student's strengths to mitigate areas of concern. 3. Review current progress monitoring tools to determine whether we are measuring what is most important in providing formative feedback on which to base instruction. 	<p>Pupil personnel department; CAS</p> <p>Special education Content Area Specialists (CAS), related services professionals</p> <p>Pupil personnel department, CAS</p>	<p>FY21 monthly department meetings</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Free resources from the CT Special Education Resource Center: IEP Rubric, meeting time.</p> <p>Department meeting time</p> <p>Department meeting time</p>	<p>Teachers and service providers will be able to score and calibrate their own and their colleague's IEPs with the scoring rubric.</p> <p>New programs and practices shared with the department</p> <p>Progress made on IEP goals and objectives</p>