



Kelly Lane Primary School

School 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: To support a positive, safe and collaborative environment by focusing on building and maintaining positive relationships with staff, students and families.

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
Take inventory in the level of staff training with Responsive Classroom Practices. Ensure that all staff have received initial training in implementing RC and explore opportunities for advanced training with already trained staff, with a lens on “How to Bully Proof your Classroom”.	Teachers, Principal	Sept.-June	Professional Development	Classroom Observations
Utilize Collaborative & Proactive Solutions to support social and emotional needs of students in Tier 2 and Tier 3 as we review our SRBI process.	Principals, CPS team	Sept.-June	Meeting Schedule	BIT Meeting Notes/Sheets
Integrate Bullying Prevention unit and Anti Bullying practices, including Second Step Social Emotional Learning lessons.	Teachers K-2	October-June	Responsive Classroom Bullying Unit	Students will be able to share
Embed Kindness Activities into the school community	Principal, Teachers and Support Staff	October-June	Positive Office Referrals, National Bullying Month, World Kindness Day, Random Acts of Kindness Week, Can Drive/Sock Drive	Participation in School-wide Events, Feedback from School Climate Team, Positive Office Referral Data
Review, revise and implement a school-wide positive behavior system	Principal, Leadership Team, Teachers/Staff	August-June	Behavior Matrix Responsive Classroom resources and professional development	Reduction Discipline Referrals
Increase school-family communication	Principal, Teachers	August-June	Daily/Weekly E-blasts, Monthly Newsletters, Check in/Positive Phone Calls home	Feedback from families

Student Achievement

Goal: By June 2021, all students will increase achievement in literacy and numeracy standards, across disciplines as measured by the STAR Reading/Math and the BAS (Benchmark Assessment Systems).

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
Review Tier 1 practices to ensure that all students are receiving quality instruction and opportunities, as evidenced by 80% of students achieving grade level expectations in STAR reading and Math and BAS reading benchmark according to May 2021 benchmark scores.	Teachers, Interventionists, Coaches	Sept.-June PLC Meetings	Meeting Schedule for Student Intervention SRBI 2.0 Resources	Intervention Data Sheets
Provide professional learning with a focus on development of reading workshop instruction with a consultant from Columbia Teachers College.	Principal, Coaches, Teachers	Sept.-June	Professional development schedule with focus	PLC minutes, observation And walkthroughs on new Learning
Familiarize and utilize ESGI for data collection in Kindergarten to help support focused math instruction.	Math Coach, Teachers, Principal	Sept.-June	Grade Level PLC	ESGI data sheets/Math unit work
Revisit and realign Math Workshop to allow for differentiated instruction for all students, use math assessments to inform instruction for differentiated planning and instruction.	Math Coach, Teachers, Principal	Sept.-June	Coaching PLC/Coaching Cycles	Curriculum pacing/ revisions; pre-assessment data, lesson planning

Instruction

Goal: Teachers will increase opportunities for students to take ownership of their learning in order to foster an environment of independence and engagement.

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
Embed instructional practices that support student learning through exemplars, teacher modeling, rubrics, etc., so students know when they have met the learning target of the instruction presented.	Coaches, Teachers	Sept.-June	PLC Meetings	Classroom Observations
Develop practices for capturing student growth over time by creating and maintaining student portfolios through the SeeSaw platform, as well as to guide and facilitate student led conferences in March.	Principal, Teachers	Sept.-June	Technology PD Professional Resources	Student Portfolios/ Student-Led Conferences, March conferences, parent survey.
Build teacher capacity of social emotional practices and develop a toolkit for classroom strategies, including growth mindset practices, that build ownership and engagement in student learning.	Principal, CPS team, teachers	Sept.-June	Social Emotional PD	Implementation in SEL classroom Practices; school-wide language
Staff will receive training and engage in collaborative, courageous conversations around race and equity.	Teachers, Principal	Sept.-June	Equity PD, Faculty Meetings,	Collaborative conversations, continuous review of curriculum, participation in the building level PD and staff check ins.