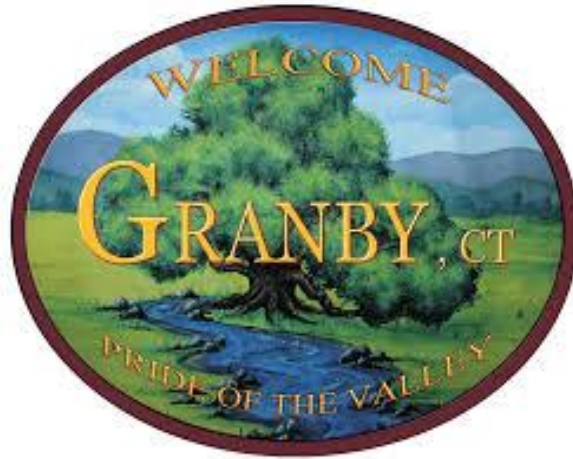


Granby Public Schools



MOVING FORWARD TOGETHER STRATEGIC PLAN

2021-2025





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MESSAGE FROM THE BOARD OF EDUCATION

Board of Education Members:



Sarah Thrall
Board Chairman



Mark Fiorentino
Vice Chairman



Rosemarie Weber
Secretary



Jenny Emery
Board Member



Melissa Migliaccio
Board Member



David Peling
Board Member



Brandon Webster
Board Member

SUPERINTENDENT OF SCHOOLS



Jordan E. Grossman, Ed.D.
Superintendent of Schools



CORE VALUES

The Board of Education's core values are the non-negotiable principles, shared beliefs and collective commitments that must be demonstrated by the Board of Education and district staff in order to advance the district vision and mission.

SUCCESS FOR ALL STUDENTS

WE BELIEVE the success of every student matters; outcomes should not be predictable by race, ethnicity, or socioeconomic status; and, equity demands the elimination of all achievement gaps and meeting the needs of students of all abilities and backgrounds.

SAFE ENVIRONMENT

WE BELIEVE providing a safe, secure and personalized learning environment is essential for students' physical, emotional and intellectual development.

CONTINUOUS IMPROVEMENT

WE BELIEVE in a commitment to continuous improvement through holding our practice to the highest standards of performance, effectiveness and efficiency.

ACCOUNTABILITY

WE BELIEVE accountability to the community for performance and results matters and that it is a reciprocal process requiring the provision of resources and support for staff to meet the expectations. Being accountable and reliable in our actions and commitments demonstrates responsibility, helps evaluate our effectiveness and informs practice.

DIVERSITY

WE BELIEVE in inclusiveness, that each individual's differences and contributions are valued and the diversity of cultures, abilities and backgrounds is an asset to the district.

ETHICAL BEHAVIOR

WE BELIEVE each individual's contributions add value to our learning community; fair treatment, honesty, openness, and integrity are essential.

ECONOMIC VALUE

WE BELIEVE in the wise stewardship and investment of funds and resources and in the realization of a high return on investment from the use of taxpayer funds.

VISION OF THE GRADUATE

GRANBY PUBLIC SCHOOLS

Vision of a Graduate

All Granby Public Schools students will become resourceful learners and effective communicators who positively contribute at the local, national and global levels.

Resourceful Learners	<ul style="list-style-type: none">❖ Ask questions and identify problems or challenges❖ Identify strategies and methods for personal success❖ Explore and connect areas of interest❖ Set goals and persist in achieving these goals❖ Gather and evaluate a variety of sources and perspectives❖ Synthesize information and create solutions❖ Solve complex problems by applying approaches from multiple disciplines
Effective Communicators	<ul style="list-style-type: none">❖ Listen closely and respectfully participate in discourse❖ Value diverse voices and viewpoints❖ Prepare a message for an identified purpose and audience❖ Express ideas clearly in a variety of ways❖ Support arguments with evidence❖ Adapt and adjust thinking based on feedback and new learning❖ Use tools and technology flexibly and strategically
Positive Contributors	<ul style="list-style-type: none">❖ Develop meaningful connections with others❖ Collaborate for a common goal❖ Exhibit compassion and empathy❖ Make healthy and responsible decisions❖ Use personal talents and knowledge to contribute to society❖ Demonstrate civic responsibility❖ Understand that actions have impact on the local community, the country and our global society

Adopted by the Granby Board of Education September 1, 2021

OUR SCHOOLS



Kelly Lane Primary School
Grades PK-2
Enrollment: 371



Wells Road Intermediate School
Grades 3-5
Enrollment: 360



Granby Memorial Middle School
Grades 6-8
Enrollment: 446



Granby Memorial High School
Grades 9-12
Enrollment: 569

GOAL AREAS

Goal 1: Student Learning and Achievement

Improve student achievement, academic performance and opportunity at all grade levels and for all ability levels and decrease achievement gaps on the path to college and career readiness.

Strategic Initiatives:

- 1.A. Establish a clear and concise instructional and curricular framework which is vertically and horizontally aligned across the district.
- 1.B. Align standards, instruction, assessment and professional development for PreK-12 curricular areas.
- 1.C. Continue to integrate digital learning tools and support technology infrastructure.
- 1.D. Ensure all students are supported in achieving at proficiency levels or higher on the state assessments by monitoring their growth and performance over time and providing high-quality effective instruction.
- 1.E. Ensure all students have the same access to instruction and supports and eliminate any barriers to success.
- 1.F. Explore additional certificate based programs and international programs that expands students' global competency.
- 1.G. Continue to develop the college and career process for Grades 6-12 as well as enhance developmental guidance and advisory structures to support college and career opportunities and the creation of Student Success Plans.
- 1.H. Ensure successful transition for children to preschool and into kindergarten and the early grades.
- 1.I. Develop a culture of data in which teachers gather and analyze a variety of data sources to inform instruction for their class as a whole as well as individual students.
- 1.J. Implement and use a data system that can store and collect formal and informal assessment information in an easy to view format and analyze multiple data points across time and subjects.
- 1.K. Analyze course offerings and utilization of courses offered including enrollments and staffing implications.
- 1.L. Embed the Vision of the Graduate in capstone projects and curriculum/ learning expectations. Revise capstone projects to allow students an opportunity to exhibit learning in relation to the Vision of a Graduate at key grades.
- 1.M. Build SRBI systems to support all learners and match students with appropriate intervention programs and structures to accelerate progress for all learners.
- 1.N. Develop coaching philosophy and structures that lead to the expectation that each teacher will participate in a minimum of one (1) job-embedded formal coaching cycle each year.

Goal 2: Community Engagement

Enhance communication and build trusting relationships with all stakeholders.

Strategic Initiatives:

- 2.A. Develop a communication plan which infuses the use of technology to engage families and stakeholders for the purpose of gathering input, providing information, and increasing transparency to support student learning.
- 2.B. Continue to improve transition process for all new students entering the Granby Public Schools.
- 2.C. Partner with college/university and other post-secondary programs and institutions to develop transition opportunities for students.
- 2.D. Develop a plan to engage alumni in the happenings of the Granby Public Schools.
- 2.E. Collaborate with the PTO, PAC, SEPTO, and Athletic Booster Clubs and create partnerships in supporting students and working with families to keep them apprised of school events and their child's learning.
- 2.F. Develop a district wide plan for branding the district and each school individually in regards to logos, colors, mottos.
- 2.G. Grow the School-to-Career Program to form bonds with community businesses that could providing mentoring, internships and shadowing experiences to students.



Goal 3: Safety and Social Emotional Well-Being

Foster a safe and positive social emotional environment for everyone.

Strategic Initiatives:

- 3.A. Fully implement a social and emotional well-being curriculum and behavioral expectations that provide a common experience for all learners and plans for intervention supports and crisis management for our students in need.
- 3.B. To expand student access to more social and emotional health service.
- 3.C. Require all school leaders to have a well-developed, effective strategies to promote positive and productive school climates and integrate restorative practices where appropriate.
- 3.D. Provide all staff with ongoing professional learning opportunities which focus on student social and emotional well-being.
- 3.E. Continue to seek ways to enhance the quality of athletics, visual and performing arts.
- 3.F. Strengthen ways to use advisee programs and initiate a new system to evaluate student experiences.
- 3.G. Continually review and enhance all safety and security protocols.



Goal 4: Budget Development and Fiscal Management

Practice responsible budget development and management through transparency and maximize available financial resources through a balance of fiscal discipline and innovative educational investments.

Strategic Initiatives:

- 4.A. Examine all new state mandates to determine funding sources and identify significant unfunded mandates as part of the district's legislative efforts.
- 4.B. Benchmark total compensation for staff and collaborate with the Board of Finance in long-range planning to assure the district can attract and retain talent that is commensurate with the high-quality educational environment reflected by our core values.
- 4.C. Ensure the use of cross-training processes across the district for ongoing, efficient operations across the district.
- 4.D. Implement facility condition assessment and educational suitability assessment including a technology analyses to provide a foundation for the district five-year capital outlay plan to provide safe, healthy and efficiently operated schools.
- 4.E. Continue to create a long-term financial plan which aligns with the vision of the Board of Finance and taxpayers.
- 4.F. Continue to seek town and regional partnerships as a way of being more efficient.
- 4.G. Utilize grant opportunities to maximize tax payer dollars and supplement services and programming in innovative ways.
- 4.H. Maintain replacement cycles for items such as textbooks, uniforms, musical instruments, furniture, and technology to allow for predictable expenses.
- 4.I. Continue to work with the Board of Selectman and Board of Finance on large capital projects.



Goal 5: Embracing Diversity

Adopt and promote strong instructional, curricular and leadership practices that embrace and advance knowledge and acceptance of human diversity and that eliminate bias.

Strategic Initiatives:

- 5.A. Ensure system-wide practices and structures are in place to support implementation of the Granby Public Schools Anti-Bias/Anti-Racism Plan.
- 5.B. Ensure that individualized plans for students are written and implemented in a way that provides the appropriate levels of support while allowing the greatest access to the curriculum and classroom instruction.
- 5.C. Develop systems and structures that allow students to explore their interests and enrich their learning.
- 5.D. Work to involve families of all students including those attending the Granby Public Schools as Hartford or Hartland residents.
- 5.E. Provide professional learning opportunities for staff to build awareness and understanding of the needs of diverse learners.
- 5.F. Build staff capacity to utilize differentiated instructional and assessment practices to support diverse learning needs and increase engagement in the learning process.
- 5.G. Build student capacity for understanding themselves as learners and support student voice and advocacy in the school setting.
- 5.H. Examine our continuum of services at each level of learning and across our many disciplines to enhance programming and specialized instruction.



Goal 6: Professional Learning

Develop the instructional skills and strategies of our teaching staff through ongoing, meaningful and systemic professional learning opportunities.

Strategic Initiatives:

- 6.A. Define, explain, and implement a professional growth system that is based on individual, school, and district needs.
- 6.B. Build employee capacity to collaborate and share accountability for outcomes.
- 6.C. Develop an educator evaluation plan process for targeted areas of growth, deliberate practice in order to increase teacher effectiveness.
- 6.D. Implement a common instructional framework that aims to increase student engagement utilizing clear shared outcomes, practices and feedback to promote complex thinking and transfer.
- 6.E. Ensure alignment with adopted programs by providing ongoing professional development, job-embedded coaching, and feedback from assessment data.
- 6.F. Create opportunities for PK-12 vertical/horizontal teams in all of the content areas to allow conversations and alignment with the discipline standards and ensure through lines in curriculum and instructional approaches.
- 6.G. Research and develop a leadership structure that most effectively and efficiently creates point people for each content area across multiple grades so that leadership can be provided in PLC meetings, curriculum development, resource selection, as well as in supporting teacher development.
- 6.H. Explore ways to utilize the expertise of our staff to provide opportunities for peer-to-peer learning and develop leadership in staff.
- 6.I. Utilize Professional Learning Communities as structures to enable collaboration around best teaching and learning practices based on data conversations.

