



Pupil Services Department

Continuous Improvement Plan 2023-2024

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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

Board 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.

Superintendent Goal: 100% of students will demonstrate growth toward mastery of Science, ELA and Math as measured by performance at the proficiency level or higher on state summative assessments.

Department Goal: 100% of students with special needs will show measurable gains in academic achievement as measured by progress on individual IEP goals/ objectives, curriculum-based measures, and/or state summative assessments when provided effective core instruction, specialized instruction and ongoing progress monitoring of performance. (Strategic Initiatives 1.D, 1.E, 1.I, 1.M, 1.N)

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
Continue to refine the delivery of specially designed instruction that is data driven, standards-based and curriculum aligned to reduce achievement differences amongst students with special needs	Administrators, Pupil Services Staff, Instructional Coach, Department Leader, Content Area Specialists	Ongoing	Specialized instructional materials for students PK-22	<u>Spring STAR/SBAC/Fall STAR ELA/Literacy</u> Grade 2:16.7%/NA/23.1% Grades 3-5:18.7%/23.9%/32.7% Grades 6-8:11.5%/15.6%/8.0%
Further refine the development of IEP goals & objectives that include learning conditions, explicit and clear baselines, targets and projected rate of improvement	Pupil Services Staff	Ongoing	Quality IEP Training & Resources; Collegial feedback on goals/objectives; Case reviews	<u>MATH</u> Grade 2:23.1%/NA/26.7% Grades 3-5:16.3%/21.6%/44.4% Grades 6-8:4.8%/12.9%/14.3%
Complete a districtwide inventory of progress monitoring tools across multiple disciplines that will support assessment needs in special education on IEP goals and objectives	Pupil Services Staff	2023-2024 School Year	Specialized & curriculum-based data collection tools	<u>PSAT/SAT</u> <u>22-23 Grade 11 Cohort</u> <u>Reading/Writing</u> PSAT gr 10-43.8% SAT gr 11-37.5%
Enhance assessment practices by expanding evaluations tool knowledge through training and coaching in the areas of learning disabilities, executive functioning and transition	Pupil Services Staff	Ongoing	Standardized, norm & criterion referenced assessment tools	<u>Math</u> PSAT gr 10-18.8% SAT gr 11-25%
Continue instructional coaching across all grade levels with a focus on instructional and assessment practices as well as assistive technology to support increased access to and participation in core curriculum	Administrators, Instructional Coach, Dept Leader, Pupil Services Staff	Ongoing	Schedule of coaching cycles & support sessions; Access to specialized instructional materials & assistive tech	Improved student achievement
Conduct data review meetings at least 3 times per year with each administrator, Coach or Department Chair and Content Areas Specialist to review academic achievement of students with special needs	Administrators, Instructional Coach, Dept Leader, Content Area Specialists	3 x per year per building	Academic achievement data	Improved student achievement
Expand co-teaching at the middle and high school levels to broaden the continuum of special education services and supports available to students	Administrators, Pupil Services Staff, Department Leader, Content Area Specialists	2023-2024 School Year	Common planning time & training	Improved student achievement

Board Goal #2: Community Engagement

Enhance communication and build trusting relationships with all stakeholders.

Superintendent Goal: Develop a District Communications Plan responsive to the needs of Granby Public Schools and all relevant partners and groups.

Department Goal: The Pupil Services Department will partner with families to support engagement, ongoing communication and collaboration between staff and families. (Strategic Initiatives 2.A, 2.B, 2.E)

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
Continue to partner with the Special Education Parent Teacher Organization (SEPTO) to foster ongoing communication and collaboration between staff and families	Administrators, Pupil Services Staff	Every other month	Meeting schedule: every other month	Schedule of SEPTO meetings & topics
Support SEPTO in partnering with the Connecticut Parent Advocacy Center (CPAC) to provide at least 1 parent training session by CPAC	Administrator, Pupil Services Staff	1 x in 23-24 school year	CPAC Contact; Date/time/location for training	Scheduled training & parent input on quality of information
Utilize building-based communications and updates to the the Pupil Services department website to enhance communications and information to families	Administrator	Every other month SEPTO info; 2 x per year updates to website to highlight work of department	Time to compose communications	Communication artifacts (ie notifications in building-based e-blasts, newsletters, website)
Promote personalized, reliable and regular channels of communication by case managers to families regarding student performance and progress and to address parent inquiries and concerns	Administrators, Pupil Services Staff	Ongoing; At least monthly by provider	Email, mobile apps, photos, videos, phone calls	Examples of provider communication
Full implementation of the CT-SEDS Parent Portal for IEP & 504 documents and IEP Progress Reporting	Administrator, Pupil Services Staff	2023-2024 School Year	CT-SEDS Parent Portal	CT-SEDS Parent Portal Accessibility
Continue to attend Planning and Placement Team meetings, Section 504 meetings, parent meetings, etc along with phone/email contact to foster a collaborative relationship with families	Administrator	Ongoing & As needed	Scheduled meetings	Meeting attendance
Continue to support meaningful parent and student participation in the IEP and Section 504 process through directed work in seeing parent/student input before, during and after the meeting	Administrators, Pupil Services Staff	Ongoing	Scaffolded questioning before, during and after meetings to better support student & parent input	Increased specificity in student & family input on the IEP; Feedback to providers
Continue to build on and off campus internship opportunities for high school students with special education needs as well as community-based internships for post-secondary students as they work toward their transition IEP goals and objectives	Administrators, Pupil Services Staff, Transition Coordinator, Department Leader, Content Area Specialist	Ongoing	In-house and community partners	Documentation of internship opportunities

Board Goal #3: Safety and Social Emotional Well-Being
Foster a safe and positive social emotional environment for everyone.

Department Goals: The Pupil Services Department will support social/emotional/behavioral learning of students and staff to foster a positive learning environment that is responsive and encouraging. (Strategic Initiatives 3.A, 3.B, 3.D)

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
Support and assist MTSS team to develop an inventory social/emotional/behavioral tiered interventions at Tier 1, 2 and 3 that are targeted and appropriate in intensity and frequency	Administrators, Pupil Services Staff, Content Area Specialists	5-4 meetings in the 23-24 school year	EduClimber; SEL interventions & progress monitoring tools	Completion of Task
Implement year 2 of the state-approved social emotional screener (Devereux Student Strengths Assessment), which now includes a student self-report for HS students. Support teams in designing and implementing an action plan based on the data gathered	Administrators, SEL Committee members, Site based leadership	3 x year administration of DESSA	Access to the Devereux Student Strengths Assessment (DESSA)	Data from DESSA & action plan
Continue to support the work of the district-wide Social and Emotional Learning (SEL) Committee with the Assistant Superintendent to examine our curriculum, interventions and supports at all tiers of instruction using the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework	Administrators, Pupil Services Staff, Instructional Coach, Department Chair, Content Area Specialists	4 committee meetings in the 23-24 school year	Review of District SEL practices & procedures, CASEL framework, Meeting time	SEL Action Plan
Coordinate refresher training on conducting threat assessments using the Comprehensive School Threat Assessment Guidelines (CSTAG) by the CT Center for School Safety and Crisis Prevention	Administrators, School Psychologists, School Social Worker, School Counselors	6 hour training	Consultant from CT Center for School Safety & Crisis Prevention; CSTAG	Completion of training; Increasing knowledge of school safety
Enhance assessment practices by expanding evaluations tool knowledge through training and coaching in the area of executive functioning	Standardized, norm & criterion referenced assessment tools	Ongoing	Standardized, norm & criterion referenced assessment tools	Improved student achievement & social/emotional/behavioral functioning
Complete a districtwide inventory of progress monitoring tools for social/emotional/behavioral functioning that will support assessment needs in special education on IEP goals and objectives	Pupil Services Staff	2023-2024 School Year	Specialized & curriculum-based data collection tools	Improved student achievement & social/emotional/behavioral functioning
Support continued partnership with community-based mental health providers to assist families in accessing services and supports	Administrators, Diagnostic Team	Ongoing	Resources & communication with community providers	Community-based referral information

Board 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.

Department Goals: The Pupil Services Department will aim to be fiscally responsible through careful identification of needs and appropriate spending to support student learning and growth. (Strategic Initiatives 4.E, 4.F, 4.G)

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
Continue to work with all stakeholders within Granby Public Schools to monitor caseloads, needs of students (academic, functional, social/emotional/behavioral) and staff assignments to ensure appropriate staffing and supports are provided	Administrators, Instructional Coach, Department Leader, Content Area Specialists, Pupil Services Staff	Ongoing	Ongoing monitoring	Caseload numbers, student need, staff assignment
Continue to review and analyze the changing needs of students and adjust supports accordingly by expanding the continuum of service delivery options in District as appropriate to ensure student needs are being appropriately met in the Least Restrictive Environment	Administrators, Instructional Coach, Department Leader, Content Area Specialists, Pupil Services Staff	Ongoing	Ongoing monitoring	Adjusted resource allocation when needed Generated ideas / proposal
Continue participation with the Farmington Valley Directors Group to partner on resources and programming for students with special education needs in the Farmington Valley	Administrator	Monthly Meetings	Attendance at monthly meetings	Shared resources and programming when available
Continue to assess PK-22 special education service delivery to identify possible programming supports to reduce the need for some out of district placements, including thoughtful, graduated and part-time returns to district from outplacement settings when appropriate	Administrators, Pupil Services Staff, Instructional Coach, Department Leader, Content Area Specialists	Ongoing	Ongoing service delivery analysis	Adjusted programming when applicable
Monitor first year implementation of the Granby BEAR Transition Academy and explore partnerships and collaborations with neighboring towns	Administrators, Department Chair, Content Area Specialist, Transition Coordinator, Transition Academy Teacher, Pupil Services Staff	Ongoing throughout the 23-24 school year	Allocation of appropriate staff, Community location, Community-based partners for internships, Student performance & progress	Program Review
Continue to investigate the possibility of alternative educational programming within the Granby Public Schools to more effectively meet the needs of students in grades 8-12 who have struggled with engagement and success in a traditional school model	Administrators, Department Leader, Content Area Specialists, Committee Members, Business Manager, Facilities Manager	2023-2024 School Year	Review of draft proposals developed	Program Proposal

Board 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.

Department Goals: The Pupil Services Department supports the implementation of the Granby Public Schools Anti-Bias/Anti-Racism Plan by promoting equitable practices and outcomes for all students, particularly those with identified special needs, through specialized instruction, programming and family support. (Strategic Initiatives 5.A, 5.B, 5.D, 5.E, 5.F, 5.H)

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
Continue to support the mission of the Best Buddies Program, Unified Sports and Young Athletes Program by building awareness expanding opportunities for these groups	Administrators, Best Buddies Faculty Advisor, Athletic Director, Unified Sports Coach, Young Athletes Coordinator, Volunteers	Ongoing	Financial Support, Meeting time, Athletic & activity Schedule	Sustaining & increasing membership & participation
Continue to build staff capacity to utilize differentiated instructional and assessment practices as well as universal design for learning through consultation and collaboration with Pupil Services Staff	Administrators, Pupil Services Staff, Instructional Coach, Department Leader, Content Area Specialists	Ongoing	Protocols, Time for consultation & collaboration	Greater access to and performance in general education
Continue to examine special education needs and data using an equity lens during monthly Special Education Leadership Meetings (CAS Leaders, PK-5 Coach, 6-12 Dept Chair) through careful consideration of trends and patterns in eligibility, service delivery and the broader needs of students and families	Administrators, Instructional Coach, Department Leader, Content Area Specialists	Ongoing	IEP Goals/Objective Data, CT-SEDS Data, Curriculum-based data	Summarization of trends and needs
Discuss diverse needs of special education students, those with Section 504 plans and other presenting with high needs during PLC meetings with an equity lens in mind	Administrators, Pupil Services Staff	PLC meeting schedule	PLC meeting times	PLC Agendas
Continue to partner with Granby's Family Engagement Specialist on a regular basis to better support the needs of students with disabilities across our varied communities	Administrators, Pupil Services Staff, Family Engagement Specialist	Ongoing & as needed	Collaboration Time	Enhanced student access to supports and services

Board Goal #6: Professional Learning

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

Department Goals: The Pupil Services Department will provide meaningful professional learning opportunities to enhance practice and increase learning outcomes for students. (Strategic Initiatives 6.A, 6.B, 6.E)

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
Continue to support staff in year 2 of CT-SEDS implementation for all students with IEPs and Section 504 Plans through ongoing support at each building's monthly department meetings, building-based PLC meetings and district PD days	Administrators, Instructional Coach, Department Leader, Content Area Specialists	Weekly/Bi-weekly PLC meetings, Monthly department meetings, District PD days	CSDE reference materials, Professional development, Time, Collaboration opportunities, CTSEDS Help Desk	Completion of plans in SEDS
Support training of special education teachers K-12 in enhancing their knowledge and skill in delivering specialized reading instruction through participating in structured literacy training such as the Wilson Reading System and Orton-Gillingham.	Administrators, Instructional Coach, Department Leader, Special Education Teacher	Training sessions occurring throughout the 23-24 school year	SERC & Other Agencies PD Schedule; Release time; Reading materials	Completion of training sessions; Enhanced delivery of specialized reading instruction & progress monitoring
Support Speech-Language Pathologists in attending 1 day of training at the American Speech-Language-Hearing Association's (ASHA) national conference	Administrators, Speech-Language Pathologists	November 2023 2022-2023 School Year	Conference fees, Travel, Release Time	Enhanced staff capacity & professional development
Access SDE's subscription to the New England Assistive Technology (NEAT) Center for Assistive Technology (AT) and Augmentative & Alternative Communication (AAC) needs	Administrators, Department Leader, Content Area Specialists, Pupil Services Staff	As applicable for specific student needs	Referral & consultation time with NEAT	Enhanced individualized supports for students; Enhanced staff capacity in AT & AAC
Increase staff capacity in transition assessments & planning for middle and high school teams	Administrators, Department Leader, Content Area Specialists, Pupil Services staff	Selected department meetings	Inventory of transition assessments; Release time for selected staff to attend PD	Enhanced IEP transition goal/objectives; Scope & sequence of transition activities to complete in middle school, high school & in the transition program (if applicable)
Support special education and related services staff in connecting their specialized instruction and assessment, with the District's work on EEI, specifically practice & feedback	Administrator, Pupil Services Staff	Ongoing through goal setting meetings, post-observation conferences, PLC discussions	Elements of Effective Instruction	Evidence of practice & feedback elements through direct staff observation & discussion
Implement the 23-24 professional development plan for special education teaching assistants	Administrators, Spec Ed Teaching Assistants, Pupil Services Staff / Case Managers	Ongoing per established schedule	Development & delivery of training materials; Case managers scheduling embedded sessions	Increased TA capacity to implement IEPs & build student independence