

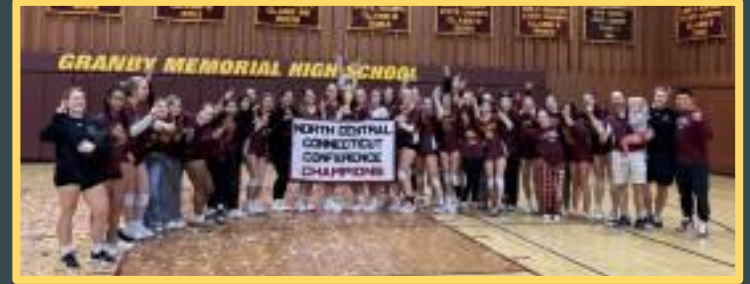
Granby Memorial High School Report

Granby Board of Education
November 6, 2024



Notable Successes

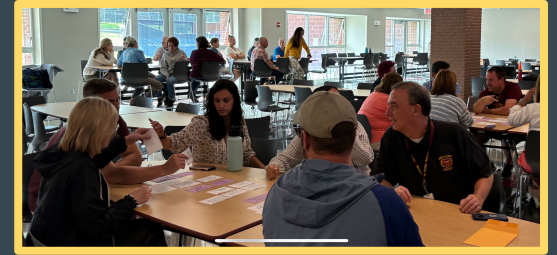
- US News Ranking: 20th in Connecticut, 7th in Greater Hartford
- 94% of Class of '24 took at least one college course
- 83% of Class of '25 scored at benchmark on SAT in English
- 89% of students taking AP tests scored 3 or higher
- All Conference, All State, & All New England Athletes
- New Leadership Team



Supporting “Connect”

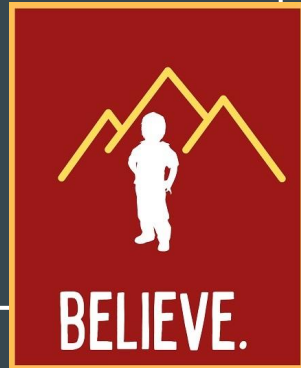
- Restorative Practices Trainings
- Mental Health 1st Aid
- Career & Technology Education Partnerships
- Dean, Athletic Director and Student Activities Coordination
- Improved Messaging

Insert Pictures Here



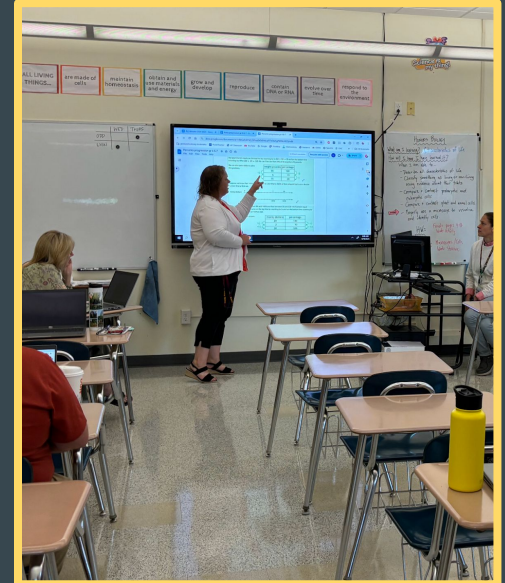
Supporting “Believe”

- Advisory Reboot with student input
- College and Career Planning
- Transition Program
- Teacher efficacy in evaluation
- Leadership Team Capacity



Supporting “Achieve”

- P/SAT-aligned dept. benchmarks and goals
- Vision of the Graduate Measures
- Teacher Use of DnA & Educlimber and work with individual students
- Revised MTSS intervention system
- Depts and coaches strengthening practices




Considerations

- Evolving mental health challenges (anxiety, phones, cultural changes)
- Need for precisely targeted interventions in reading, math, mental health
- Ongoing alignment to Vision of the Graduate
- Evolving technologies



Connect. Believe. Achieve.



GMHS MTSS Process Flow Chart

When an individual teacher or other staff member is concerned about a student...

- Classroom Responsibilities: The teacher should use some strategies to support the student's growth within the area of concern. Strategies and outcomes are documented with progress indicators as well as with dates of attempts. Strategies need to be tried more than a couple of times before they can be deemed ineffective.
- Consult [Tier 1 Support Resources](#).
- Consult your Department Leader on strategies.
 - Department leaders should follow up with teachers on strategies being implemented and support the teacher in identifying data that can be used to measure the success of the intervention.
- Consult with parent/guardians about area(s) of concern and document your communication.

When Tier 1 interventions attempted in the classroom by that individual teacher or staff member are not working and you are still concerned about a student...

- Continue to partner with parent/guardians about area(s) of concern and document your communication.
- Meet as a mixed group during PLC regarding a student, please sign the student up for discussion by Tuesday, prior to the Thursday PLC date. The Assistant Principal will send out invitations to all teachers on the students schedule.
 - PLC: [PLC/MTSS Meeting Calendar](#) **The Department leader refers a student to a PLC, additionally, PLC meetings may be called by Counselors based on their academic data review**
 - Discuss your area(s) of concern as well as the data to support the concern(s).
 - Discuss strategies attempted to address the concern(s) and their outcomes.
 - Team collaborates to provide additional potential support/interventions for the teachers.
 - Continue to consult [Tier 1 Support Resources](#)
 - Take notes on this [GMHS MTSS PLC Discussion Form/Docx](#) ** please share with Department Leader after meeting.
- Implemented strategies discussed at the PLC team meeting for approx. 3-4 weeks.
- If the student is not responding to the strategies discussed and implemented at the Department Team Meeting and there is data ([GMHS Examples of Data 1](#)) to support this lack of response, work with your Department Leader to



Long-term Plans

- Further development of interventions and programming to meet needs
- Increased supports and pathways for College/Career
- Athletics Facilities Upgrades
- Maximizing opportunities within schedule
- NEASC Preparation

