



Kelly Lane Primary School

School Improvement Plan 2019-2020



# 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 21<sup>st</sup> 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 providing 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 21<sup>st</sup> 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:** Create conditions to support a safe, supportive, and collaborative culture.

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
Further develop school wide Responsive Classroom practices.	Teachers	Aug. - June	Professional learning budget	Classroom Observation and teacher evaluation 1.1, 1.2
Utilize Collaborative & Proactive Solutions to support social and emotional needs of students.	Director of Pupil Services, Principal, Core Team, Teachers	Aug.- June	Time to meet with Core Team support member, time to meet with student	Plan B sheets ALSUP
Create opportunities for all families to be engaged with school through sharing of student learning.	Principal, Teachers	Aug. - June	Website, eblasts, Seesaw	feedback from families
Integrate Bullying Prevention unit in addition to Second Step Social Emotional Learning lessons.	Gr. 2 Teachers	Aug.- June	Bullying Prevention Unit	Student will be able to tell at least one strategy to prevent bullying
Use of 3 team model to analyze absenteeism data and implement strategies to support families and students.	Principal, Social Worker, Teachers, Nurse	Aug.- June	Time to meet	Attendance data <i>Of the 12 students chronically absent in 2018-2019 less will be chronic for 2019-2020</i>
Teachers select inquiry project for personalized professional learning.	Teachers	Sept. - June	Resources for teams	Application and observable practice of new learning

**Student Achievement**

**Goal:** By June of 2020 all students will increase achievement in literacy and numeracy standards across disciplines as measured by Star Early Literacy, Star Reading, Star Math, Benchmark Assessment Systems and Writing rubrics.

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
Provide professional learning in collaboration with external consultant with a focus on individual conferring and small group instruction.	Principal, Coaches	Oct., Nov. Dec. March	Professional development budget item	Application and observable practice of new learning and teacher evaluation 2.1
Teachers will use timely data to identify students for targeted interventions and/or extended learning opportunities.	Principal, Teachers, Interventionist	Aug. - June	Time	Benchmark assessments, document review of intervention meetings, and Student Action Plans
Monitor the achievement of under performing subgroups and implement student actions plans as needed.	Principal, Social Worker, Teachers	Monthly Oct.- June	Time	Data from meetings and Student Action Plans
Increase teacher participation in a Student Centered Coaching Cycle that leads to measurable student outcomes using informal assessments to improve tier 1 instruction.	Principal, Coaches	Aug.- June	Time	Coaching cycle forms and benchmark assessments

**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
Utilize instructional rounds and building based learning walks to observe classroom instruction.	Principal, CAS leaders	Oct., Jan., Mar., Apr.	Coverage for classes	Evidence from learning walk
Teachers will communicate to the students what they are learning and why they are learning it.	Principal, Teachers, Coaches	Aug. - June	None	Quarterly quick data and teacher evaluation 2.2
Teachers will share success criteria with students through exemplars, teacher modeling, rubrics, etc., so students know when they have met the learning target.	Coaches, Teachers	Aug. - June	Time at Collaborative Team meetings	Classroom observation and teacher evaluation 2.2
Teachers facilitate student creation of Seesaw portfolios to capture student learning and growth throughout the year.	Teachers, Tech Coach	Sept. -June	Cost for the app	Student's portfolio of their learning
Teachers will facilitate student led conferences.	Leadership Team, Classroom Teachers	March conferences	Time at Leadership Team meetings, time at faculty meetings	Feedback from teachers, families and students