

**Regular Board Meeting  
Wednesday, September 23, 2009 7:30 PM  
Central Services**

**I. Public Comment**

**II. Administrative Reports**

**A. Superintendent's Announcements**

**Rationale:** Mr. Addley will provide district updates.

**B. Student Representative Reports**

**Rationale:** Mr. Raymond Haack and Ms. Sara Miltenberger will report on activities taking place at the high school.

**C. Schools in the Spotlight**

**Attachments:**

Bridges Presentation 3

**Rationale:** Dr. Kimberly Calcasola, GMHS Assistant Principal, Ms. Jessica Oliva and Ms. Caroline Wizeman, high school English teachers, Katherine Blessis and Jennifer Klemonsky (10th grade students), and Angelo Burgos and Sara Miltenberger (11th grade students) will report on the Bridges Program that took place last spring.

**D. High School CAPT/SAT/AP Report**

**Attachments:**

2009 CAPT Narrative Report 13  
2009 High School Testing Report 17  
DRG CAPT Comparisons 2009 45

**Rationale:** Dr. Patricia Law, Director of Secondary Education, will report student performance on the high school CAPT/SAT/AP.

**E. School Improvement Plan**

**Attachments:**

GMHS School Improvement Plan 46  
GMHS Team SMART Goals 2009-2010 55

**Rationale:** Mr. James Bowe, Principal of Granby Memorial High School, will present the high school's 2009-2010 school improvement plan.

**III. Consent Agenda**

**A. Minutes**

**Attachments:**

Draft Minutes 8-26-09 57

**Rationale:** The Board will amend/approve the Board minutes of 8/26/09.

**B. International Field Trips**

**Attachments:**

Int'l Field Trip - France 62  
Int'l Field Trip - Greece 63

**Rationale:** The Board will review and approve the International field trips that are planned for Granby Memorial High School for the 2009-2010 school year.

**IV. Old Business**

**A. Magnet School Funding**

**Rationale:** Mr. Cal Heminway will update the Board on the latest information regarding magnet school funding.

**V. New Business**

**A. District Strategic Planning**

**Attachments:**

GPS Mission Statement 66

Memo to Board on Achievement Goal and Mission Statement 68

**Rationale:** Mr. Addley, Superintendent, will provide the Board with an update on the vision, mission and achievement goals for the district.

**B. H1N1**

**Rationale:** Mr. Addley will discuss planning and precautions the district is taking with regard to the H1N1 flu virus.

**C. CABE Board Leadership/District Awards**

**Attachments:**

CABE Board Recognition Awards 69

**Rationale:** Mr. Addley and Mr. Heminway will discuss criteria for CABE Board recognition awards.

**VI. Miscellaneous**

**A. Board Standing Committee Reports**

**1. Curriculum/Policy/Technology/Communication**

**2. Finance/Personnel/Facilities**

**B. Other Board-Related Reports**

**1. CPPAC**

**2. CREC/CABE**

**3. Granby Education Foundation**

**4. Energy-Saving Initiatives**

**C. Board Member Announcements**

**D. Upcoming Calendar of Events**

**Attachments:**


Calendar of Events 73

**E. Miscellaneous Information**

**Attachments:**

Finance Subcommittee Minutes 8/26/09 74

**VII. Executive Session/Non-Meeting**



# Granby Memorial High School Bridges Program

Board Of Education Presentation  
23 September 2009

Dr. Kimberly Calcasola, Ms. Jessica Oliva, Ms. Caroline  
Wizeman, Angelo Burgos, Sarah Miltenberger, Katherine  
Blessis, and Jennifer Klemonsky

# Our Past...

- **Community:**
  - Low diversity
  - Active students
- **Perceptions: Survey responses**
- **25 students attended Prejudice Reduction Conference annually**
- **No benefit to greater HS Community**

# 2007-2008 School Year:

- May:
  - Surveyed staff for student recommendations 9-11
  - 25 students attended:
    - One day conference
    - Two-day workshop
- August: Freshmen Orientation
- 2008-2009: 9<sup>th</sup> Grade Advisor/Advisee

# So What Happened?

- **Glitches:**
  - Too ambitious with four grades
  - No Advisor to oversee
  - No true plan, so student action plans fell apart
- **Positives:**
  - Freshmen Orientation
  - Student feedback on workshop and conference
  - Action Plan
  - Mentors in 9<sup>th</sup> Grade Advisories

# 2008-2009 School Year:

- May:
  - Surveyed staff for student recommendations  
*Grade Nine only*
  - 25 students attended:
    - One day conference
    - Two-day workshop
- August: Freshmen Orientation
- 2009-2010: 9<sup>th</sup> Grade Advisor/Advisee

# So What?

- Unpaid Advisors, Oliva and Wizeman
- Grass roots efforts by students
- Freshmen Orientation
- Advisor/Advisee
- Upcoming 9<sup>th</sup> Grade solicitations
- Action Plan for this year
- Survey of students planned

# The Plan: 2009-2010

- Procedures
- Hopes & Goals

# Bridges

- Experience
- Becoming a community
- How we want to utilize this information

# Prejudice Reduction Conference

- Experience
- Areas of interest
- How we want to utilize this information

# Putting It Together

What now?

- Our Ideas
- Our Reality for '09-'10
- Our Future

To: Granby Board of Education  
From: Patricia Law  
Date: September 18, 2009  
Re: 2009 CAPT/ACT/SAT/AP report

**CAPT Background:**

In March 2009, 195 students in grade 10 participated in the Connecticut Academic Performance Tests (CAPT) as required by the State Department of Education. This was the third year of the 3<sup>rd</sup> generation CAPT test. CAPT is comprised of four sections: Mathematics, Science, Reading Across the Disciplines and Writing Across the disciplines. Performance on CAPT is linked to student standards for graduation at the high school with students needing to score a 3 (proficient) or better in science, math and reading or writing or meet our graduation standards. For federal AYP/NCLB, student success is measured by students at or above proficient (bands 3, 4 or 5) with the expectation of all students at 100% proficiency by 2014.

**Changes for 2009:**

There were significant changes in testing options in 2009 for special education students. This was the pilot year for the CAPT Modified Assessment System (MAS) which enabled students who did not qualify for the CAPT checklist, but had significant modifications to their educational program the option to qualify to take a modified assessment in math and reading. The MAS assessment is intended to evaluate individual learning needs and reveal results that more accurately reflect students' academic progress while also guiding instruction based on these students' needs. GMHS had four students who piloted the math and reading MAS and one student who piloted the math MAS only.

Measurement Inc (MI) added a Web portal this year to enhance communication during the testing and scoring process. Lastly, Students with word processor accommodations were required to complete all sub-tests using the on-line MIST system this year. In 2008, students used the MIST system for Interdisciplinary Writing, Response to Literature, and Reading for Information only.

**Statewide Trends:**

Across the state, Grade 10 student's scores remained steady or slightly declined. 68.2% of students scored at or above proficient in all four subtests in 2008 compared to 65.4% in 2009. Participation rates for the state remained at about 94% for the second year in a row. The state experienced slight overall decreases in scores in the advanced and goal levels of math and science. Reading scores at the proficient level decreased but increased at the goal and advanced levels. Writing scores increased at the proficient and advanced levels, yet decreased at the goal level.

Performance of boys continued to outperform girls on math and science and girls continue to outscore boys in reading and writing. Performance of minority students still lags behind non-minority students.

### Granby Trends:

Granby continues to outperform state averages in all areas. Science has remained an area of strength with an increase the number of students at or above goal by .8% from 2008 to 2009. Granby ranked second in the DRG and 6<sup>th</sup> in the state in science. This was the first year the students who began Everyday Math in 3<sup>rd</sup> grade had taken the CAPT test. Math scores this year increased from 75.1% at goal in 2008 to 79.5% at goal this year. This increase placed Granby first in our DRG for math performance. Reading and writing scores made significant increases after a period of decline over the past several years. Students at or above goal increased by 6.4% in reading and by 7.6% in writing placing us 6<sup>th</sup> in the DRG in both areas.

	At or above goal 2009	At or above goal 2008	Difference	DRG	State
<b>Math</b>	79.5%	75.1%	4.4%	1	7
<b>Science</b>	74.3%	73.5%	.8%	2	6
<b>Reading</b>	73.3%	66.9%	6.4%	6	16
<b>Writing</b>	79.5%	71.9%	7.6%	6	17

Students scoring in the advanced bands in reading and writing both increased in 2009. The percentage of students in the advanced band in reading increase from 38.7% in 2008 to 42.2% in 2009. Students scoring in the advanced band in writing increased from 37.6% in 2008 to 39% in 2009. Students scoring in the advanced bands in science and math decreased slightly with math going from 42% to 38.4% and science from 50.3% to 49%.

### Next Steps:

Granby continues to move students from proficient to goal and from goal to advanced as seen in this year's scores. Efforts at the high school to use 8<sup>th</sup> grade CMT and 10<sup>th</sup> grade CAPT data to individualize student learning goals continues to be a focus for teachers and administrators at the high school. Other processes and supports that have been utilized are:

- Developing a school climate of success and high expectations for all students (doing whatever it takes for students to be successful, recognition of successes, celebration of accomplishments)
- Impact of Professional Learning Communities (common curriculum, common outcomes and assessments, collegial sharing, data analysis)
- Alignment of Algebra practices and expectations between the middle school and high school
- Math Workshop class (provides support for classroom instruction and CAPT preparation for students in need of additional help)
- Math course sequencing to remove integrated math and have all students take algebra I, geometry, and algebra II
- Departmental CAPT action plans
- Increased CAPT simulation experiences for 9<sup>th</sup> grade students
- Timely interventions based on departmental assessments and standardized test scores

- Professional development opportunities focusing on Best Instructional Practices, interventions, and goal setting
- Curriculum review and revision process (connections to state standards, differentiation, updated materials and technology, use of released CMT and CAPT materials)
- Use of data collection and analysis tools to facilitate team discussions about student success and interventions

**SAT Background:**

The SAT test is regularly taken by students during their junior year and often the fall of their senior year in high school as an objective measure of student's college readiness in the areas of math, critical reading and writing. During the 2008-2009 school year, Granby Memorial High School provided the opportunity for all 10<sup>th</sup> grade students to take the PSAT's. Over 95% of student took advantage of this opportunity to increase their test taking skills and knowledge of the SAT. GMHS plans to continue to offer this preparation activity and strives to have all students participate.

**State and Granby Trends:**

Granby continues to surpass the state in SAT participation rates, with the state rate in 2009 being 83% and Granby's participation rate at 87%. Granby has consistently increased their SAT participation rate over the past three years (65% in 2007 and 77% in 2008). Over the past few years, national and state scores on critical reading and math have remained flat. Students in Granby score significantly above student averages in the state and nation.

	<b>Granby 2009</b>	<b>State 2009</b>	<b>Nation 2009</b>
<b>Math</b>	535	513	515
<b>Critical Reading</b>	540	509	501
<b>Writing</b>	537	512	493

**ACT Background:**

The ACT is a curriculum based measure of college readiness with tests in the areas of math, English, reading, science and writing (optional). This is an alternative test to the SAT and provides students and schools with additional information related to career interest inventories and student a comprehensive student profile. Although this test is utilized more by mid-west colleges, it does provide an additional source of college readiness information.

**Granby Trends:**

In 2009, 23 students took the ACT test, an increase from only 18 in 2008 and 9 in 2007. 83% of Granby students taking the ACT met the benchmark in English, 61% in math, 74% in reading and 39% in science. These scores are on par with that state averages for the ACT and show an increase for Granby students in the areas of math reading and science from 2008.

**AP Background:**

Advanced placement classes offer students the ability to take a highly challenging and rigorous course with the possibility of earning college credit. The AP program offers 37 courses in 20 different subject areas. Granby offered 16 AP courses during 2008-2009 school year and had students who took test in 17 different areas. In order to meet the various academic needs of students , some students took AP classes at magnet schools and then participated in the AP testing process.

**Granby Trends:**

The enrollment rate for AP classes at GMHS has remained steady over the past three years (2007=57%, 2008=53% and 2009=53%). In 2009 there were 215 AP tests administered to Granby students. Of those tests, 162 had passing scores of a three or better. In 2008, of the 251 tests taken, 206 scored with a 3 or better.

**Next Steps:**

The data examined above provides a positive picture of Granby Memorial High School's ongoing focus to ensure all students reach their full potential and graduate prepared for 21<sup>st</sup> century citizenship. Consistent efforts have been made to meet the needs of all students during their high school career by examining and modifying practices and structures in the areas of curriculum, lesson delivery, data use, interventions and collaboration. However, given these best efforts, some students leave GMHS unprepared to participate in post-secondary educational programs. Whether students choose to attend post secondary institutions immediately upon graduation, or sometime in the future, it is the goal of GMHS to ensure that all students are positioned to take advantage of this option. Therefore, GMHS plans to increase enrollment in AP, honors and college credit-bearing courses over the next few years. GMHS will also increase the number of students taking SAT and ACT exams in order to increase post secondary options. Finally, GMHS will continue to strive for equity of outcomes for all students by examining the rigor of the student course selection process and course sequencing.

# 2009 High School Testing Report



**GRADE 10 CAPT  
ACT  
ADVANCED PLACEMENT  
SAT**

# CAPT



**GRANBY MEMORIAL HIGH SCHOOL 2009**

# Changes for 2009



- Measurement Incorporated (MI) developed Web Portal
- Students with word processor accommodations must complete all sub tests using the on-line MIST system
- 2009 pilot year for CAPT Modified Assessment System (MAS) in Reading and/or Math
  - 4 students completed math and reading sections of MAS
  - 1 student completed math section only

# Test Composition



- **Mathematics – 24 grid in; 8 open ended response**
  - Algebraic Reasoning
  - Numerical and Proportional Reasoning
  - Geometry and Measurement
  - Working with Data
- **Science – 60 multiple choice; 5 open ended response**
  - Energy and Transformation
  - Chemical Structures and Properties
  - Global Interdependence
  - Cell Chemistry and Biotechnology
  - Genetics, Evolution and Biodiversity

# Test Composition



- **Reading Across the Disciplines**
  - Response to Literature – 4 open ended response
  - Reading for Information – 12 multiple choice; 6 open ended response
- **Writing Across the Disciplines**
  - Interdisciplinary Writing I & II – persuasive
  - Editing and Revising – 18 multiple choice

# State and Granby Comparisons

## State

- Goal in all four subtests = 28%
- Decreases in advanced and goal levels for math and science
- Boys continue to outperform girls in math and science at the goal level
- Girls continue to outperform boys on reading and writing at the goal level
- Performance of minority students still lags behind non-minority students.

## Granby

- Goal in all four subtests: 56.9%
- Increases at goal level for science and math
- Slight decreases at advanced level for science and math
- Boys continue to outperform girls in math and science at the goal level
- Boys narrowed the gap in reading and writing at the goal level
- Performance of minority students still lags behind non-minority students.

# 2009 Granby Math Performance



- 79.5% at or above goal
  - Increase of 4.4% from last year
- 97.4% proficient
- 38.4 % at advanced
  - slight decrease from 2008 – 42%
- No students were below basic
- 1<sup>st</sup> in DRG and 7<sup>th</sup> in state

# Math Cohort Analysis



- 2006-2007 grade 8 CMT
  - 1 student was basic
    - ✦ 1 student remained at basic
  - 10 students were proficient
    - ✦ 8 remained proficient; 2 moved to basic
  - 48 students were at goal
    - ✦ 27 remained at goal; 18 moved to proficient; 3 moved to advanced

# 2009 Granby Reading Performance



- 73.3% at or above goal
  - Increase in 6.4% from 2008
- 96.3% proficient
  - Increase in .7% from 2008
- 42.4% advanced
- 6<sup>th</sup> in DRG; 16<sup>th</sup> in state

# Reading Cohort Analysis



- 2006-2007 grade 8 CMT
  - 4 students were below basic
    - ✦ 2 students moved to basic and 2 students moved to proficient on 2009 CAPT
  - 5 students were proficient
    - ✦ 1 student remained at proficient; 4 students moved to goal on 2009 CAPT
  - 76 students were at goal
    - ✦ 25 students remained at goal; 25 students moved to proficient; 22 students moved to advanced on 2009 CAPT

# 2009 Granby Writing Performance



- 79.5% at or above goal
  - Increase of 7.6% from 2008
- 96.4% proficient
  - Increase of 2.4% from 2008
- 39.0% advanced
  - Increase of 1.4% from 2008
- 6<sup>th</sup> in DRG; 17<sup>th</sup> in state

# Writing Cohort Analysis



- 2006-2007 grade 8 CMT
  - 2 students were below basic
    - ✦ 1 student moved to basic and 1 student moved to proficient on 2009 CAPT
  - 13 students were at proficient
    - ✦ 7 stayed at proficient; 1 student moved to basic; 4 students moved to goal and 1 student to advanced on 2009 CAPT
  - 83 students were at goal
    - ✦ 39 students remained at goal; 13 students moved to proficient; 31 students moved to advanced on 2009 CAPT

# 2009 Granby Science Performance



- 74.3% at or above goal
  - Increase of .8% from last year
- 93.4% proficient
  - Slight decrease from 2008- 97.3%
- 49.0% advanced
  - Slight decrease from 2008 – 50.3%
- 2<sup>nd</sup> in DRG; 6<sup>th</sup> in state
- No cohort analysis to date; first given to grade 8 in 2008

# How do we define success?



- NCLB – 100% proficient by 2014 and Annual Yearly Progress (AYP)
  - State District Criteria = 80% proficient in math; 81% proficient in reading; 70 % graduation rate; 95% participation rate
  - Granby Results = 98.5% proficient in math; 99.9% proficient in reading; 96% graduation rate; 100% participation rate
- Steady and incremental progress
- Students moving up in bands (proficient to goal; goal to advanced)
- Student success on departmental formative and summative assessments (standards based)

# What is working?



- Interventions based on data:
  - Math interventions – tutor and workshop course
  - Writing tutor
  - CAPT intervention plans
  - Reading Consultant
- PLC Team goals aligned with SIP and based in data
- Collecting and utilizing student data to inform instruction
- Discussing, demonstrating and sharing of Best Instructional Practices-  
peer sharing opportunities; faculty meetings, PLC time
- Development and delivery of standards based curriculum

# Next Steps



- Increased use of reading consultant to support reading and writing in content areas
- Revamped CAPT simulations and timely use of data for all areas
- PLC team goals tightly aligned to formative and summative data and interventions
- Increased use of district data resources – SIMS; mastery manager; power school
- Development of systematic response to interventions – RTI
- Use of Director of Secondary Education to work with teams on data use, goal setting, interventions, curriculum assessments and pacing

# **SAT**



**GRANBY MEMORIAL HIGH SCHOOL**

**2009**

# State & National SAT Trends



- National SAT results over the past 10 years show Critical Reading down 4 points and Math up 4 points
- National average Critical Reading scores have remained steady the last three years from 2007-2009 (502, 502, 501)
- National average Math scores have remained steady the last three years from 2007-2009 (515)
- 83% of Connecticut students in the class of 2009 took the SAT last year
- CT mean Critical Reading and Math scores remained flat from 2008-2009

# SAT Participation



- In 2008, all 10<sup>th</sup> grade students were given the opportunity to take the PSAT at GMHS as part of school wide initiative to increase student participation and success
- 87% of 2009 graduates at GMHS took the SAT last year

# SAT Achievement



- Critical Reading

- ✦ Mean score – 540                      best score - 554
- ✦ Last year – 539                        best score- 551
- ✦ CT mean – 509

- Math

- ✦ Mean Score – 535                      best score - 549
- ✦ Last year – 542                        best score - 558
- ✦ CT mean - 513

- Writing

- ✦ Mean Score – 537                      best score - 550
- ✦ Last Year – 536                        best score - 554
- ✦ CT mean - 512

**ACT**



**GRANBY MEMORIAL HIGH SCHOOL**

**2009**

# Overview



- Curriculum based measure of college readiness
  - Benchmark score tied to chance of obtaining grade of c or better in corresponding credit-bearing college courses
- Tests academic achievement
  - Math, English, reading, science, writing(optional)
- Compiles high school grade and course information
- Student profile created
- Career Interest Inventory

# ACT Achievement



- Nationally, ACT scores have remained stagnant over the past five years
- At GMHS, 23 students took the ACT in 2009
  - Increase from 18 in 2008
- Students ready for College level course work
  - English – 83%
  - Math – 61%
  - Reading – 74%
  - Science – 39%
  - Percent of students meeting all four levels - 35%

# Advanced Placement



GRANBY MEMORIAL HIGH SCHOOL

2009

# Overview



- Supports culture of high expectations and challenging students to reach fullest potential
- Offering 16 AP courses at GMHS in variety of disciplines: Art, Social Studies, Math, Science, World Languages and Music
- AP offerings supported by magnet schools
- Opportunity to earn college credit

# AP Achievement



- Enrollment in AP classes has been steady over the past three years:
  - 2009 - 52%
  - 2008 - 53%
  - 2007 - 58%
- Students tested in 17 different areas
- The number of AP tests administered in 2009 was 215 of which 162 students had a passing score of 3 or better

# Next Steps



- Strive for equity of outcomes for all students
- Develop structures to position all students for the possibility to experience post-secondary educational opportunities
  - Increase number of students taking SAT/ACT tests
  - Course sequencing
  - Course rigor and selection process
    - ✦ Increase enrollment in honors/AP/college-credit bearing courses

# Next Steps



- Use NEAS&C, HS Reform and PLC expectations to align the high school structures and processes to embed the use of data to create individual student success plans.
  - Whole school response to student success
  - Advisory, developmental guidance, Naviance, internal and external data systems, RTI,

**Grade 10 CAPT Score Comparisons by District Reference Group B**

District	M	District	R	District	W	District	S
<b>2009</b>							
Granby	79.5	Madison	81.6	Madison	87.1	Monroe	79.1
Simsbury	78.8	Farmington	77.2	Simsbury	85.3	Granby	74.2
Farmington	77.7	Simsbury	77.0	Farmington	84.2	Madison	73.5
Glastonbury	76.7	Guilford	76.0	Trumbull	80.7	Region 15	73.2
Avon	75.4	Avon	73.8	New Fairfield	79.9	Guilford	71.1
Monroe	74.6	Granby	73.3	Granby	79.5	Avon	69.9
Guilford	74.1	Region 5	72.9	Greenwich	79.1	New Fairfield	69.7
Madison	71.4	Fairfield	72.5	Guilford	79.0	Trumbull	69.4
Brookfield	71.4	West Hartford	72.1	Region 15	78.4	Simsbury	69.2
Fairfield	70.9	Newtown	71.0	Avon	78.2	Glastonbury	68.3
Newtown	70.8	Greenwich	71.0	Region 5	76.7	Farmington	67.2
Region 15	70.6	Glastonbury	70.8	West Hartford	75.7	South Windsor	65.1
Greenwich	70.2	Monroe	70.8	Newtown	75.3	Brookfield	65.0
South Windsor	69.6	New Fairfield	70.2	Monroe	75.2	Greenwich	61.9
Cheshire	69.1	Region 15	69.7	South Windsor	74.4	West Hartford	61.4
Trumbull	68.6	Trumbull	65.6	Fairfield	73.5	Fairfield	61.2
New Fairfield	64.7	Cheshire	65.6	Glastonbury	73.4	Cheshire	60.2
Region 5	64.4	South Windsor	65.5	Cheshire	72.1	Region 5	59.3
West Hartford	60.7	Brookfield	64.0	Brookfield	62.4	Newtown	54.2

District	M	District	R	District	W	District	S
<b>2008</b>							
Simsbury	82.2	Simsbury	88.0	Simsbury	90.8	Simsbury	80.7
Avon	79.3	Guilford	78.4	Region 5	87.8	Avon	76.1
Guilford	77.7	Brookfield	77.2	Farmington	85.4	Fairfield	75.8
Glastonbury	76.8	Madison	75.6	Trumbull	83.7	Region 5	75.8
Cheshire	76.7	Avon	74.6	Madison	82.9	Guilford	75.6
Granby	75.1	Region 5	73.1	Fairfield	79.8	Granby	73.5
Fairfield	75.0	Cheshire	72.0	Guilford	79.5	Madison	72.9
Madison	74.9	Farmington	71.7	Region 15	78.8	Farmington	70.2
Region 15	74.7	Region 15	70.9	Greenwich	78.8	Region 15	70.2
Farmington	74.1	New Fairfield	70.1	Cheshire	78.7	New Fairfield	69.6
Trumbull	73.6	Monroe	69.2	Monroe	78.3	Glastonbury	69.0
Region 5	73.5	Fairfield	69.1	Avon	77.4	Trumbull	68.7
Newtown	73.4	Granby	66.9	Brookfield	76.7	Brookfield	67.9
Brookfield	73.0	West Hartford	64.0	New Fairfield	76.7	South Windsor	66.3
South Windsor	72.6	Glastonbury	63.7	Granby	71.8	Newtown	64.6
New Fairfield	71.4	Newtown	63.1	South Windsor	70.7	West Hartford	64.6
Greenwich	68.0	Trumbull	61.4	Newtown	70.4	Cheshire	64.0
Monroe	67.8	Greenwich	60.8	Glastonbury	69.9	Monroe	62.2
West Hartford	59.3	South Windsor	59.8	West Hartford	69.8	Greenwich	53.2

District	M	District	R	District	W	District	S
<b>2007</b>							
Simsbury	82.0	Simsbury	78.7	Avon	85.0	Avon	78.3
Madison	79.8	New Fairfield	75.5	Madison	84.1	Granby	77.6
Avon	79.6	Madison	74.1	Simsbury	83.3	Madison	76.8
Farmington	76.4	Farmington	73.9	Farmington	79.0	Simsbury	75.5
Glastonbury	74.7	Granby	71.5	Granby	78.8	Farmington	74.9
Greenwich	70.8	Avon	71.2	Brookfield	78.7	New Fairfield	71.6
Newtown	68.7	Greenwich	71.0	Monroe	76.2	Fairfield	67.6
Region 5	68.5	Region 15	69.3	Greenwich	76.2	Glastonbury	67.5
Region 15	68.3	Region 5	68.9	Trumbull	73.6	Region 15	66.8
Fairfield	67.8	Monroe	68.6	Fairfield	72.4	Region 5	66.1
Monroe	66.7	Cheshire	68.5	New Fairfield	72.1	Guilford	65.9
Granby	64.8	Fairfield	67.3	Glastonbury	70.2	Trumbull	64.3
Cheshire	63.9	Glastonbury	64.4	Region 15	68.8	West Hartford	63.9
South Windsor	63.2	Trumbull	62.8	Region 5	68.6	Brookfield	63.9
New Fairfield	62.4	Guilford	62.7	West Hartford	68.3	Cheshire	63.9
Guilford	59.2	West Hartford	62.0	Cheshire	66.0	Newtown	63.5
Brookfield	58.0	Brookfield	60.0	Guilford	64.3	Monroe	62.4
Trumbull	56.8	Newtown	57.2	South Windsor	63.2	Greenwich	61.8
West Hartford	56.8	South Windsor	57.1	Newtown	60.6	South Windsor	54.8

# Granby Memorial High School

School Improvement Plan  
2008-2010 Goals

# 2008 – 2009 SMART Goal

## Year 2 of 4

- As a result of the implementation of the agreed upon best instructional practices, students will demonstrate increased achievement as evidenced by performance on various internal and external measurements over a four year period

# 2008-2009 SMART Goal Action Steps

- Each department identified three best instructional practices to study and gather student learning data on
- Each department developed lessons and assessment tools for at least two of the best instructional practices
- Departments gathered and shared data on best instructional practices
- Instruction practices were modified based on data

# Data used to determine progress toward SMART goal

- Internal – action research based on best instructional practices
  - Science – cooperative learning found effective for all students to strengthen knowledge based; must be well defined; exit ticket used to gather data
  - English – Identifying similarities and differences found effective to compare literary themes to real life; student survey and rubric used to gather data
  - Unified arts – writing for communication; used common rubric and found students needed to work on supporting details
  - Student survey found more than 80% were not aware of the term best instructional practices; results closely tied department best instructional practices to student experiences

# Data used to determine progress toward SMART goal

## ■ External

- CAPT- students at or above goal increased in all areas in 2009
- SAT scores remained steady in 2009
- Over 95% of 10<sup>th</sup> graders took the PSAT in 2009

# 2009 – 2010 SMART Goal

## Year 3 of 4

- *Draft District Achievement Goal: Systemically improve student's ability to analyze and synthesize information to solve problems and defend a position.*
- As a result of the implementation of the agreed upon best instructional practices, students will demonstrate increased achievement *in their ability to analyze and synthesize information, solve problems and articulate and defend a position*, as evidenced by performance on various internal and external measurements over a four year period

# Action Plan

- Link teachers' objectives to high yield strategies
- Continue to implement peer sharing (intraschool visitations)
- Content specific professional development focused on best instructional practices
- Develop and utilize data collection tools to track student data
- This year – Use of technology sources to compile and review student data to impact instruction – Powerschool, SIMS, Mastery Manager

# Monitor Progress

- Common formative assessments
- PLC discussions
- Quarterly meetings with PLC teams to discuss progress
- Faculty meeting presentations/sharing
- End of Year PLC Reports
- RTI data
- Student / Faculty surveys

# Other important school initiatives

- NEAS&C - 2 yr follow up report
- Shared Leadership
- RTI - Developing a systemic response to students who are not successful 9 - 12
- Embedded Professional Development – Peer Sharing, teacher–led workshops, PLC team sharing of instructional strategies w/ faculty

# **Granby Memorial High School**

## **Team SMART Goals**

### **2009-2010**

#### **English**

As a result of the implementation of agreed-upon best instructional practices, students in grades 9, 10, and 11 will demonstrate increased achievement of 10% on targeted skills that support articulating/defending a position. Achievement will be evidenced by performance on external measurements including CAPT, and internal measurements including formative and summative assessments over a one-year period.

#### **Mathematics**

Systematically increase student achievement in the areas of problem solving and the ability to communicate effectively in mathematics (90% level of proficiency on formative assessments) through the implementation of best instructional strategies, including the use of technology, focused homework and cooperative learning activities.

#### **Science**

To increase the number of students achieving goal by 10% on state framework strands/standards based on common assessment results in all core science courses over the next 5 years through the use of best instructional practices and formative assessments.

#### **Social Studies**

To increase each student's ability analyze and synthesize information and articulate and defend a position by 10% from their baseline scores established in the fall. To this end, we will develop, give, record and discuss formative assessments which assess students' ability to analyze and synthesize information and articulate and defend a position.

#### **World Language**

##### **French**

During French II, students will analyze and synthesize information, solve problems, and articulate and defend a position. As a result, students will demonstrate 80% proficiency in speaking and writing as measured by their performance on common, formative and summative assessments.

##### **Spanish**

By the end of Spanish I, students having been asked to identify and analyze similarities and differences, will demonstrate 80% proficiency in listening as measured by the performance on common formative and summative assessments.

#### **Fine Arts**

##### **Visual Arts**

By the 2010-2011 school year students will demonstrate mastery of synthesizing information about the processes and elements of art as measured by a score of 2 or better on each of the criteria of a reflective art rubric (0-3).

##### **Performing Arts**

By having students analyze and synthesize information, they will increase their level of proficiency in music literacy from 30% - 85% as measure by performance assessments, self assessments and teacher observations.

**Unified Art**

By the end of 2010, students will demonstrate mastery of the ability to synthesize information related to future career choices as measured by a score of 80 or greater on each area of a common formative and summative career choice assessments.

**Guidance and Wellness** Students will synthesize information from Developmental Guidance and Wellness 10 classes to demonstrate mastery of age-appropriate decision making skills as measured by department based formative and summative assessments.

**Special Education**

Students will demonstrate mastery of independence, responsibility, and achievement through use of selected strategies as measured by individual IEP goals, focused monitoring assessments, curriculum based assessments, and observations.

## **Regular Board Meeting Draft Minutes**

August 26, 2009 7:00 PM

Central Services

### **Attendance Taken at 6:56 PM:**

#### Present Board Members:

Cal Heminway  
Edward Ohannessian  
Deborah Torgersen  
Ronald Walther  
Matthew Wutka

#### Absent Board Members:

Marie Nicholls  
John O'Connor

Mr. Heminway called the meeting to order at 7:00 p.m.

### **I. Public Comment**

There were no public comments this evening.

## **II. Administrative Reports**

### **II.A. Superintendent's Announcements**

- Mr. Addley welcomed everyone back to the start of another school year.
- Schools are in meticulous condition - thank you to Santi Camarotti and his crew.
- Convocation and PD PLC, technology and school improvement plans. Dufours spoke to entire district - very excited about the unified position we are taking moving forward.
- WFSB will be at the middle school tomorrow. The story will focus on the use of technology, specifically clickers or classroom response systems.
- Granby Public Schools are very popular as far as enrollment. The projected enrollment was 2,241 and our current enrollment is 2,276.
- Fully staffed except for special education teacher.
- New teacher orientation was held last week. Thank you to Sue Domanico and Pat Law. Most new teachers are in the 1-2 years' experience category.
- There will be a presentation on summer school this evening. Thank you to Jen Kirk and Morgan King in advance for their presentations this evening.
- Our achievement scores are outstanding - scores were excellent against the state and the DRG.
- Strategic planning – the administrative team took the entry plan and worked with Board and two separate consultants. We look forward to updating you at the next board meeting. Members of the community will have opportunities for their input.
- The Website is ready to be up and running. Carolyn Dei Dolori is here this evening to present the website to the Board for their review.

## **II.B. Summer School Report**

Ms. Jennifer Kirk presented on the special education portion of the summer school program. Ms. Kirk said that once services are assigned for a particular student, she arranges tutors for those students if teachers feel that the student would regress over the summer. Mr. Heminway asked how many students actually get enrolled vs. recommended? Ms. Kirk stated that there is a much higher rate of enrollment due to IEPs, etc. 78 students were serviced this summer. Mr. Heminway also asked how a Hartford student is accommodated if necessary? Ms. Kirk said the same as Granby but the glitch is transportation – she said she works through CREC for the transportation and that the student can also go to a CREC-sponsored camp.

Ms. Morgan King presented on the regular education summer school program. She said that summer school is designed as a maintenance program – a review of basic skills before they move on to next year and helps students transition into the new school year. A technology and art component was added to the program this year and the day was extended to 12:30. Numbers increased to 112 students this year and the numbers due to the arts/technology. Twelve students enrolled in the transportation to the park. Ms. King stated that she was able to decrease staffing this year due to the grouping. Ms. Torgersen noted that there was a nice increase in volunteers and asked if that was due to the expense reduction. Ms. King stated that it was a concerted effort due to limitations with staffing and the group numbers increasing. Mr. Wutka asked what percentage of students was recommended. Ms. King stated that it is carefully presented and sent home with all students. She said the response was very good in her classroom. Most of the parents are spoken to at conference time and many of those parents did follow through. Mr. Wutka asked also asked how many are repeat students? Ms. King said that 41% of last year's enrollment came back this year. Mr. Wutka asked if there was feedback from parents on the cost. Ms. King said that there was no feedback and that the program is pretty reasonable. Families with multiple children were given a discount. Mr. Wutka asked if there was any analysis about students who went to summer school and the CMT or CAPT. Ms. King stated that there is no analysis; however this is something that we could maybe do in the future and that it would have to be told to teachers ahead of time.

## **II.C. Business Manager's Reports**

Mr. Traver reported the Year-end report for fiscal year 2009. The amount returned to the town before adjustment for the excess cost grant of \$46,000 was a total of \$304,000 back to the town this year. Mr. Traver stated that on the revenue side, we are \$95,000 favorable with tuition from other towns, special education, and pay-for-participation.

## **III. Consent Agenda**

### **III.A. Minutes**

Ms. Torgersen requested that the consent agenda be separated into two motions as she was not present for one of the meetings. A motion to approve the minutes of the July 1<sup>st</sup> board meeting was made by Deb Torgersen and seconded by Ron Walther and passed unanimously at 7:45 p.m.

A motion to approve the minutes from the Board Retreat on July 30<sup>th</sup> was made by Matt Wutka and seconded by Ed Ohannessian and passed unanimously at 7:46 p.m. with one abstention (Deb Torgersen).

## **IV. Old Business**

### **IV.A. Magnet Schools**

Mr. Addley reported that the state still has not passed a budget and this could impact magnet school tuition in general. For GHAA and GHAMAS there were 24 slots anticipated and 23 students are enrolled. There are currently 16 students who are still on the list of Hartford host magnet schools with a bill of \$73,000. Mr. Addley stated that parents are stuck between a rock and a hard place. Mr. Wutka inquired if students can come back after school starts. Mr. Addley said that yes they can - we are a public school. Mr. Wutka asked if parents can pay the tuition. Mr. Heminway said no because these are public schools and parents are not required or permitted to pay. He stated that there will be a meeting on the 9th of September with board chairs and superintendents with regard to what the law states and what options we may have in this matter.

### **IV.B. Board of Education Retreat**

The Board continued their pay-for-participation (p-f-p) discussion. Mr. Addley said that we had a discussion at the retreat; however due to the fact that there is no action taken on agenda items at the retreat, there was no decision one way or the other. Mr. Addley stated that he needs to clarify the Board's. Mr. Addley reiterated his recommendation for the increase on athletics from \$50 to \$75. Mr. Wutka stated that at the retreat we spoke about expanding the fee to middle school sports and extracurricular activities. Mr. Heminway stated that no action can be taken at the retreat. We have a current policy and administrative regulations that p-f-p should be limited to athletics - the question is do we want to look at that and make a change. As far as discussions at a board retreat - they are simply that - discussions. Mr. Ohannessian stated that he does not want to see just athletics hit just because it is easier to do. He stated that the cost should be spread to clubs, intramurals, etc. and expanded to middle school and high school clubs and extracurricular activities. His recommendation is that if we can't spread it across to clubs, etc. then we find the \$16,500 in other areas. Mr. Heminway stated that trying to find that funding in the budget may be very hard to deal with given that we may have to pay a \$73,000 magnet school bill. Mr. Addley stated that basically he did not have the support for the recommendation based on other towns, administration, other town's policies, etc. Mr. Wutka stated that if we are going to stick to keeping it to athletics, he would like to see the middle school athletics added at half the rate of high school athletics. Mr. Addley stated that the administrative recommendation is not to touch middle school athletics. Ms. Torgersen stated that she supports looking at intramurals but given the time constraints, she does think that the \$75 fee for athletics is the way to go. Ms. Torgersen stated that back in 2003 the fee ranged from \$50-75 and that we should look at increasing it next year a different way. Mr. Heminway suggested that the Board follow Ms. Torgersen's recommendation and increase fees at the high school level and take a good look at middle school intramurals and clubs, etc. and see if we can come out with an administrative and superintendent recommendation. Mr. Walther stated that he is opposed to going against superintendent and administration and would like to study this in the future and would not vote to expand to middle school until he sees some research. The Board ultimately agreed to increase the fee from \$50 to \$75 for high school athletics. It was also discussed that the Board should look at modifying the policy. The Board requested that additional p-f-p funding options be presented by the superintendent as part of the FY11 budget process.

### **IV.C. E-Meeting**

Mr. Heminway stated that the e-meeting software would eliminate paper and would give the Board the ability to do searches for data given out at BOE meetings. Members of the public and press will be able to get agendas and minutes as well as attachments from our website. Hard

copies will be available the night of the meeting. Mr. Heminway asked the Board to consider it and try it. After much discussion, the Board agreed to give it a try.

## **V. New Business**

### **V.A. Student Achievement Report for the Connecticut Mastery Test (CMT)**

Ms. Sue Domanico presented the student achievement report for the Connecticut Mastery Test (CMT) for grades 3-8. Ms. Domanico spoke about how administrators and staff drill down into the data and that the district has been looking at drilling down these scores as they are preparing their school improvement plans. Ms. Domanico stated that the data can be drilled down to the teacher and student level where you can actually find out which students are doing well with a certain teacher. This teacher can be used as a leader to share with other teachers in a professional learning community. The Board then discussed the students who have not met goal and how teachers reach those students. Ms. Domanico explained that is where the RTI model is used and some students may be pulled out to receive resources or work with math tutors or math TAs, etc. Mr. Addley suggested that we can have a night and look at a team and a particular student and find out how that team works and translate that into actual actions as to what strategies a teacher would use to help that student. Ms. Domanico stated that she received many calls from other districts asking us how we achieve the scores we do and also how do we sustain them. She stated that the structure, beliefs and philosophies of a professional learning community will continue to fuel our progress to achieve proficiency for all students.

### **V.B. Budget Transfers**

A motion was made by Matt Wutka and seconded by Ed Ohannessian to accept the budget transfers as recommended by the Finance Subcommittee. Passed unanimously at 10:00 p.m.

## **VI. Miscellaneous**

### **VI.A. Board Standing Committee Reports**

#### **VI.A.1. Curriculum/Policy/Technology/Communication**

This committee has not met.

#### **VI.A.2. Finance/Personnel/Facilities**

Mr. Wutka stated that this committee met this evening. There was a report from Santi on civil rights from the expert that was hired and we are beginning on some of the work. We discussed a gift of a large boulder from the Class of 2009 and Alan and Santi will determine a few locations to place this boulder. This will go on next BOE agenda for a vote. The high school booster club has offered to put a chain link fence around the high school athletic fields but it was decided that at this time, although it was a very nice offer, we will not add anything to the fields but we are still not sure what the final outcome will be of where the fields will go so this will be on hold for now.

### **VI.B. Other Board-Related Reports**

#### **VI.B.1. CPPAC**

This committee has not met.

**VI.B.2. CREC/CABE**

There will be a meeting with Board Chairs and Superintendents on September 9th.

**VI.B.3. Granby Education Foundation**

Mr. Heminway mentioned the arts-related event coming on December 4<sup>th</sup>. The headliner will be Fred Wilhelm who is a Granby graduate and a singer/songwriter.

**VI.B.4. Energy-Saving Initiatives**

There was nothing new to report.

**VI.C. Board Member Announcements**

There were no board member announcements.

A motion was made by Cal Heminway to adjourn the meeting at 10:02. The motion was moved by Ron Walther and seconded by Matt Wutka.

**VII. Executive Session/Non-Meeting**

A motion was made by Cal Heminway to go into a non-meeting and was moved by Matt Wutka and seconded by Deb Torgersen at 10:05 p.m. The non-meeting was adjourned at 10:30 p.m.

Respectfully submitted,

Linda Powell  
Recording Secretary

## **GMHS International Field Trip to France**

**Dates:** April 15 to April 24

**Details:** We are teaming up with Simsbury High School and will be doing a real home-stay exchange with families and a school in Digne.

**Advisor:** Trish Roberts, French Teacher

**# Students:** 10

## International Field Trip

Destination: Greece

Dates: April 15 – April 23 2010

Department: GROW (Granby Reaches Out To The World)

Reason for Trip: Global Awareness, Diversity and Culture

Number of Students: 11-18 The minimum number of students to travel is 11.  
Chaperone ratio is 6:1

Chaperones: Laura Iapichino and Cheri Berggren

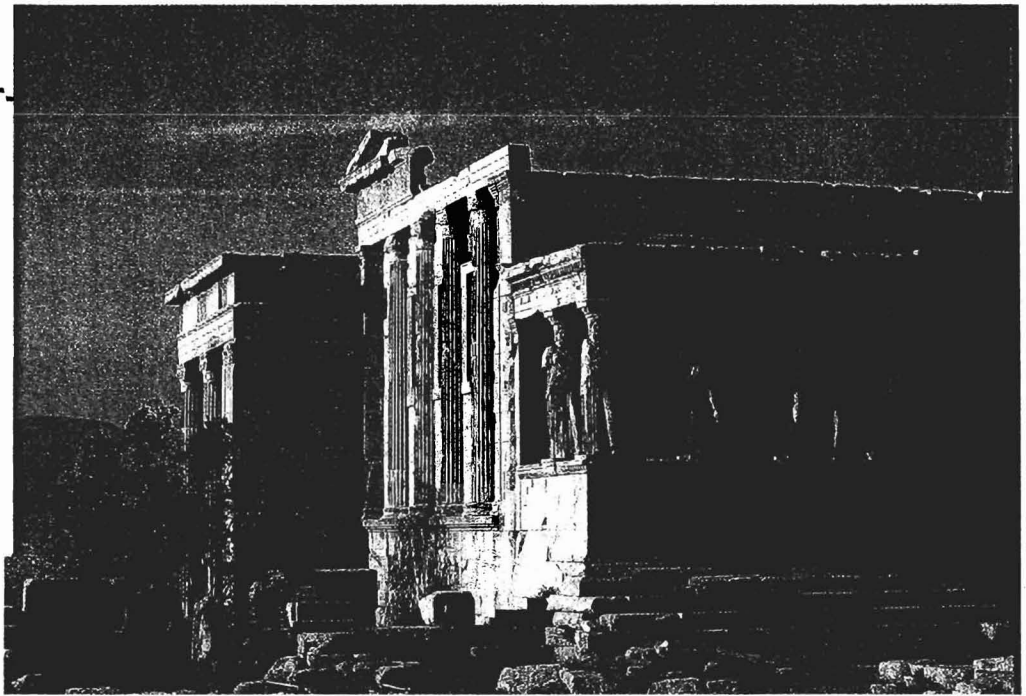
Itinerary and Cost: See attached. At this time no fundraising events are planned. As chaperones, we will assist students with any fundraising efforts planned in the future.

## Tour Details

Apr 15 - Apr 23, 2010

Group ID  
89300

Depart From  
Boston



## tour cost

### Group Fees

Registration Fee	\$95
Program Fee <sup>1</sup>	\$2739
Departure Fees <sup>2</sup>	\$451
Weekend Surcharge	\$40

Total Group Fees \$3325

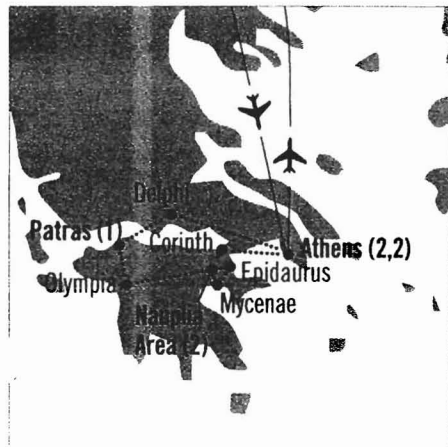
<sup>2</sup> Subject to change.

### Additional Fees (as applicable)

Adult Surcharge	\$95
Single Room Supplement	\$560
Double Room Supplement	\$245
Intimate Protection Plan	\$225
Comprehensive Protection Plan	\$135
Saronic Gulf Cruise with lunch	\$126

## highlights

- ✓ Acropolis
- ✓ Acropolis Museum
- ✓ Corinth
- ✓ Delphi
- ✓ Mycenae
- ✓ National Archaeological Museum
- ✓ Olympia
- ✓ Ossios Loukas



# The Olympians

APR 15, 2010: OVERNIGHT FLIGHT Depart from the USA.

APR 16, 2010: ATHENS Arrive in Athens and get acquainted with this ancient city. (D)

APR 17, 2010: ATHENS A morning sightseeing tour reveals the glory of Greece. Ascend the Acropolis for a visit of the Parthenon. See the Agora and the National Archaeological Museum's dazzling treasury of Greek art, including the Mask of Agamemnon and mighty Poseidon. You will also enjoy entrance to the exciting new Acropolis Museum. The afternoon is free to take snapshots from atop Mount Lycabettus. Tonight you will learn about the local culinary specialties with a Greek Taverna dinner. (B,D)

APR 18, 2010: PATRAS Travel into the mountains to visit the Byzantine monastery of Ossios Loukas, built in the 11th century for Luke the Hermit, renowned for its stunning mosaics and precious stones. Continue to Delphi, the hallowed site whose oracle gave advice to statesmen and generals, and visit the Temple of Apollo and stadium. Then, cross the Gulf of Corinth to colorful Patras to enjoy this beachside town. (B,D)

APR 19, 2010: NAUPLIA In the morning explore Olympia, the site of the first Olympic Games. Continue to Nauplia, once the Venetian capital of Morea, spectacularly built around a rocky peninsula with a castle on top. (B,D)

APR 20, 2010: NAUPLIA Journey to the great Theater of Epidaurus—visualize 14,000 ancient spectators who sat here all day long, held spellbound by tragedies of Sophocles or comedies of Aristophanes. Today a traditional, countryside Greek BBQ lunch is included today instead of dinner. Then drive to Mycenae to see mainland Europe's oldest city, including the Lion Gate, Royal Tombs and Acropolis. (B,L)

APR 21, 2010: ATHENS Today drive to Corinth, once the richest city of Greece, notorious for its excesses. Visit one of the world's first shopping malls, complete with cafés, fountains and temples. Continue to Athens. (B,D)

APR 22, 2010: ATHENS Take an optional day cruise, with lunch included, of the Saronic Gulf and its isles of Aegina, Poros and Hydra—each a picture postcard of whitewashed houses, lively markets and craggy cliffs. Otherwise, spend a day further discovering the important historical relics of Athens. (B,D)

APR 23, 2010: DEPARTURE Depart for the USA. Optional Extensions and Extra Nights: Discover destinations of rich classical heritage on a three-night Greek Island Cruise highlighting Mykonos, Patmos, Ephesus and more, plus an additional night in Athens. Discover more of the Aegean Sea on a seven-night Greek Island Cruise highlighting Istanbul to Crete, Mykonos and more, plus an additional night in Athens. (B)

**acis** ACIS is the premier educational travel company sponsoring student trips worldwide. Since 1978 we've been changing lives through travel by helping students discover the best of the world and the best of themselves.

## educational excellence

Since 1978, ACIS has offered trips delivering unparalleled learning experiences.

- ✓ Our tour managers are highly-trained, multilingual guides and educators, experts on the countries they work in.
- ✓ Because different students absorb information in different ways, our trips include both structured activities designed to engage multiple learning styles and unplanned time for spontaneous, experiential learning.

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We offer a first-rate experience from beginning to end. With ACIS expect:

- ✓ Three- and four-star hotels in convenient locations.
- ✓ Meals mixing both native and familiar cuisines.
- ✓ Professional sightseeing tours.
- ✓ Air-conditioned touring buses.
- ✓ Four-berth couchettes for overnight trains.
- ✓ Exclusive Eurostar service for all London-to-Paris travel.

## safety and security

With ACIS, you never travel alone.

- ✓ A 24-hour Emergency Hotline for instant response in case of emergencies.
- ✓ An extensive overseas office network.
- ✓ Constant monitoring of global developments and travel conditions.

## Additional Information

Refer to ACIS' Terms & Conditions for additional fees and information. Optional excursions are priced on full group participation. ACIS provides Basic Protection coverage, but we recommend that participants purchase the Comprehensive or Ultimate Protection Plan designed specifically for your travel needs.

# The Olympians (continued)

*This is a preliminary itinerary for your group.*

## Learning Objectives

- ✓ Students will gain a sense of the crucial importance of the Peloponnese in the ancient Greek world through visits to Epidaurus, Mycenae and Olympia.
- ✓ Students will gain a sense for life during the Golden Age of Ancient Greece.
- ✓ Students will become familiar with some of the key figures and stories of Greek mythology.



## Notes from ACIS

\*An additional fuel surcharge may be added if additional fees are assessed by airlines. Adult travelers age 24 and older should add in the Adult Surcharge and Double or Single Room Supplement to calculate their Total Group Fee.

## Passports

Passports are required for all ACIS trips traveling abroad. You are responsible for obtaining your own passport so please don't delay! Visit your post office or a local office of the federal government for an application form. Note that some countries require that passports be valid for six months after you return to the United States. Please be sure that yours is up to date.

We recommend visiting the internet site: [www.travel.state.gov/passport/](http://www.travel.state.gov/passport/). This is a very informative site, with answers to many passport and visa questions. It also allows you to print an application form to obtain a passport.



## Vision

*Every student educated in the Granby Public Schools will graduate on time, prepared for 21st Century Citizenship.*

## Mission

All students become powerful thinkers, effective collaborators, and compassionate contributors in preparation for success in a dynamic, interdependent world.

### POWERFUL THINKER

*How do I construct knowledge?*

- Define and pursue personal curiosity and complex problems
- Develop a plan, evaluate and adjust based on feedback in order to accomplish a task or take on a challenge
- Create innovative products and connections that contribute to quality of life or collective knowledge
- Analyze text to construct meaning and make connections
- Effectively communicate information and ideas for a given audience, purpose and task
- Reflect on and apply knowledge and wisdom to future inquiries

### EFFECTIVE COLLABORATOR

*How do I engage others in a shared purpose?*

- Establish interdependence and collective accountability through collaboration on authentic and compelling tasks
- Explore varied and divergent approaches to determine the most appropriate unified course of action
- Provide and receive feedback from others to improve the process and the product
- Produce coherent, quality work that maximizes individual contributions

### COMPASSIONATE CONTRIBUTOR

*How do I demonstrate care for others and the world around us?*

- Demonstrate empathy, care and connection for others
- Identify needs of others and how to respond appropriately
- Improve quality of life within the local and/or global community through service
- Reflect on the impact of contributions on the community and self-concept
- Champion causes and take actions that are vital to civic well-being
- Conduct oneself in an ethical and respectful manner in interactions with others

*As measured by...*

**Academic, Civic and Personal Tasks of Significance**



## District Student Achievement Goal

**Systemically improve students' ability to analyze and synthesize information, solve problems and articulate/defend a position**

*As measured by...*

**CMT & CAPT Strands**

**Formative & Common Assessments**

To: Granby Board of Education  
Date: September 18, 2009  
From: Alan Addley, Superintendent of Schools  
Re: Achievement Goal and Mission

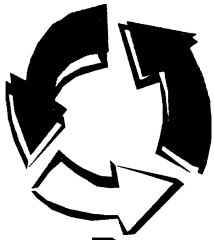
As you know, as part of the Superintendent's Entry Plan, the administration has been exploring the development of a five-year district achievement goal. We believe that the Board's approval of a long-term student performance goal will provide powerful leverage and focus for school improvement and increased student achievement.

The purpose of this year's administrative summer retreat was to develop a written Instructional Plan and to compose an achievement goal. Working closely with a renowned educational consultant, it became apparent that we first needed to revisit the mission of the school district in order to that it might influence the Instructional Plan and the district achievement goal.

The achievement goal that was written and that will be presented at Wednesday's Board meeting is a work in progress. The administration is seeking your endorsement of the achievement goal as a one-year goal that will allow them to begin the work of aligning school improvement plans, PLC team goals, and teacher objectives. Moving forward, the achievement goal might or might not be the achievement goal that is finally adopted by the Board, but it will provide us with guidance this year to essentially practice and understand the work.

The vision statement is the same one as I shared last year with the Board and community. The new mission statement that we worked on is in draft form. It is the same one we briefly discussed at the Board Summer Retreat. It is a reflection of several processes that includes Board, staff and community priorities. I intend to solicit additional staff and community comment on the mission statement during the fall and will return early in the second semester to seek approval from the Board on the final version of the mission statement.

Clearly, I am also seeking the Board's feedback on these important documents as their final approval will set the future direction for the district. I look forward to sharing our progress with the Board on the development and use of the vision, mission and goals.



# CABE Board Recognition Awards

## Board Leadership Award and Board of Distinction Award

CABE believes that Boards of Education and Superintendents which exhibit the most effective leadership are characterized by their ability to work together as "teams." The CABE Board Recognition Awards are designed to recognize Boards which work effectively in this manner. Boards which fulfill 22 of the following 34 Level One criteria, including a minimum of three in each area, will earn the Level One CABE Board Leadership Award.

In order to appropriately recognize those Boards which are truly exemplary, CABE has now established a second level of awards, the Board of Distinction Award. Only Boards which have achieved Level One distinction at least twice in the prior four years are eligible to receive the Board of Distinction Award. Boards must achieve at least two Level Two items in each Level Two category to receive this award.

All awards are presented at the CABE/CAPSS Convention.

Please respond to the criteria requested on this form and send your information, with supporting data, to CABE when you believe your Board has earned a Leadership Award or a Board of Distinction Award. If you have any questions, need further information, or require help in satisfying any of the criteria, please contact us for assistance.

### REQUIRED CRITERIA

#### 1. Board Leadership/Student Achievement

##### Level One (minimum of three)

- A. The Board has developed district goals for this year. (*send copy of goals*)
- B. The Board has conducted a self-evaluation and developed plan for improvement in the past 12 months. (*send copy of plan*)
- C. The Board has conducted a superintendent evaluation in past 12 months.
- D. The Board monitors its performance against a Board of Education code of conduct. (*send copy of code*)
- E. The Board has conducted meetings pursuant to Board policy.
- F. The Board has established a calendar to ensure all responsibilities are conducted in timely manner. (*send copy of meeting calendar*)
- G. The Board conducts orientation for new Board members.

##### Level Two (minimum of two)

- A. The Board of Education works to improve student achievement. (describe)
- B. The Board relates the mission statement and goals to agenda items. (give examples).
- C. The Board supports the appropriate use of technology in educational programming. (give examples).
- D. The Board uses data to make informed decisions regarding student achievement. (give examples)

#### 2. Board Member Professional Development

##### Level One (minimum of three)

- A. A majority of Board members have taken part in workshops or other in-service training during the last year.
- B. The Board provides adequate funds to permit Board members to take part in training.
- C. A majority of the Board attended the CABE/CAPSS Convention in last 12 months.
- D. A majority of the Board participated in the CABE Board Member Academy in last 12 months.
- E. The Board has used a CABE facilitator or other outside group for Board workshop/retreat in last 12 months.
- F. New Board members are provided orientation, including attending CABE New Board Member Orientation.
- G. At least one Board member has participated in the CABE Leadership Academy during this year.



# CABE Board Recognition Awards

## Board Leadership Award and Board of Distinction Award

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### Level Two (*minimum of two*)

- A. The Board has developed district goals and reviews them on a regular basis. (include examples)
- B. At least 2 members of the Board have participated in the CABE Leadership Institute.
- C. The Board has incorporated Board professional development into policy? (provide examples)
- D. The Board holds a retreat outside of a regular meeting with a component offering professional development. (include copy of agendas)

### 3. Policy

#### Level One (*minimum of three*)

- A. The Board has developed and adhered to procedure for policy review. (*send procedure*)
- B. The Board has reviewed all policies over the last three years.
- C. The Board uses CABE or a similar policy update service to ensure that policies remain current.
- D. The Board has adopted all required policies.
- E. The Board has reviewed appropriate policies as law and regulations have changed.
- F. The Board relies on policies as "living documents," by referring to them at Board meetings or in Board agendas.
- G. The Board provides the district policy manual in a searchable online version.

#### Level Two (*minimum of two*)

- A. The Board relates all agenda items to appropriate policies. (show sample agendas that show this practice)
- B. Policy discussions are a regular part of Board meetings. (include agendas where this takes place)

### 4. Community Relations

#### Level One (*minimum of three*)

- A. The Board has clear, written policies on Community-Board Relations. (*send copy*)
- B. The Board provides opportunities for appropriate participation at meetings by members of the community. (*send copies of two recent agendas*)
- C. The Board seeks active community involvement with the schools.
- D. The Board demonstrates cooperation with news media.
- E. The Board promotes the school system to the public. (*send copies of information disseminated*)
- F. The Board disseminates information to the public on its decisions in unified, timely manner. (*send copy of information provided*)

#### Level Two (*minimum of two*)

- A. The Board sponsored a community-wide discussion of issues (courageous conversations, community conversations, etc.) during the past year. (show agenda and report the end results of the program).
- B. The Board has successfully worked with other community leaders. (include description and/or supporting documentation).
- C. The Board works with the community's local cable access channel. (describe)
- D. The Board works with other Boards of Education. (describe)

### 5. Related Organizational Leadership

#### Level One (*minimum of three*)

- A. A Board member serves on the CABE Board of Directors.
- B. One or more Board members are active participants in the Convention Committee, CABE Government Relations Committee, Resolutions Committee or Federal Relations Network.
- C. One or more Board members actively serves on a RESC Board.



# CABE Board Recognition Awards

## Board Leadership Award and Board of Distinction Award

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- D. One or more Board members participated in NSBA Convention, CUBE or other NSBA-sponsored activity in last 12 months.
- E. One or more Board members have participated in the CABE Delegate Assembly or Day-on-the-Hill in last 12 months.
- F. The Board has submitted a resolution to CABE for consideration by the CABE Delegate Assembly in last two years.
- G. The Board ensures that all collective bargaining agreements and the superintendent's contract are sent in a timely manner to CABE's Negotiations Service.

**Level Two (minimum of two)**

- A. Representatives of the Board presented a workshop related to a district initiative at the annual CABE/CAPSS Convention or NSBA Convention. (attach a copy of any handouts and presentation materials)
- B. The Board has sponsored a CABE Legislative Breakfast.
- C. The Board works closely with its local legislative delegation to improve the schools. (describe)
- D. The Board sponsors an annual area meeting.

**Optional Question:**

**Level One**

Please tell us what, in your opinion, makes your Board's leadership especially effective.

Feel free to provide any information that other Boards would find beneficial in learning about your Board's leadership.

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**Level Two**

Please tell us what, in your opinion, makes your Board's leadership especially effective in improving student achievement.

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Board Chair	Date
Superintendent	Date



# CABE Board Recognition Awards Board of Distinction Award (Level Two)

To be eligible for the Board of Distinction Award, all Board members must sign the application

<i>Board Member</i>	<i>Date</i>
<i>Board Member</i>	<i>Date</i>
<i>Board Member</i>	<i>Date</i>
<i>Board Member</i>	<i>Date</i>
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<i>Board Member</i>	<i>Date</i>



Connecticut Association of Boards of Education  
81 Wolcott Hill Road • Wethersfield, CT 06109  
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October 6	Early Release – All Schools		
October 7	Finance/Personnel/Facilities Subcommittee Meeting	5:30 p.m.	Central Services
	Curriculum/Policy/Technology/Comm. Subcommittee Meeting	5:30 p.m.	Central Services
	BOE Meeting	7:00 p.m.	Central Services
October 9	Fall Parents' Day at the Middle School		
October 12	Columbus Day – No School		Offices Closed
October 21	Curriculum/Policy/Technology/ Communication Subcommittee Mtg.	5:30 p.m.	Central Services
	BOE Meeting	7:00 p.m.	Central Services
November 3	Professional Dev. – No School		Offices Open
November 4	Finance/Personnel/Facilities Subcommittee Meeting	5:30 p.m.	Central Services
	BOE Meeting	7:00 p.m.	Central Services
November 18	Curriculum/Policy/Technology/ Communication Subcommittee Mtg.	5:30 p.m.	Central Services
	BOE Meeting	7:00 p.m.	Central Services

**Granby Board of Education  
Granby, Connecticut**

**Finance/Personnel/Facilities Standing Committee Minutes**

<b>Meeting Information</b>		<b>BOE Members</b>	<b>Status</b>
Date of Meeting:	August 26, 2009	Matt Wutka	Present
Location:	Central Services	Marie Nicholls	Absent
Beginning Time	5:45 p.m. to 6:15 p.m.	Ed Ohannessian	Present
Ending Time:	6:15 p.m. to 6:55 p.m.	Others in attendance:	
Minutes taken by:	Matt Wutka	Harry Traver	Present
		Alan Addley	Present

- Statement of Accounts for FY09 – Final review for last year.
  
- ARRA Funds Update – 0.5 (Kearns), 0.6 FTE (High School, 1.0 Tutor
  
- Civil Rights Compliance Update – Consultant reviewed and identified areas.
  
- Class of 2009 Gift for High School Property – Alan and Santi will figure out where to place the boulder.
  
- Chain Link Fence Installation for High School Athletic Field – Do not want to add to field if it might come out. This is a nice offer but we will have to decline for now.
  
- Other Discussion Items – Chatsworth Fence - \$2,800 vinyl fence – no Board action.

cc: Board of Education members