

**Regular Board Meeting  
Wednesday, October 7, 2009 7:00 PM  
Regular Board Meeting**

**I. Public Comment**

**II. Administrative Reports**

**A. Superintendent's Announcements**

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

**B. Student Representative Reports**

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

**C. Business Manager's Reports**

**Rationale:** Mr. Harry Traver will present the September 30, 2009 statement of accounts.

**D. Schools in the Spotlight**

**Rationale:** Ms. Sue Allender, Science teacher at Granby Memorial Middle School, and a few students will report ways that students use science skills such as observation, following directions, individual initiative, using technology to analyze data, and problem-solving in the Salmon Brook Ecology Center.

**E. School Improvement Plan**

**Attachments:**

GMMS School Improvement Plan

3

**Rationale:** Mr. Paul Osypuk, Principal, will present the school improvement plan for Granby Memorial Middle School.

**III. Consent Agenda**

**A. Minutes**

**Attachments:**

Draft Minutes 9-23-09

11

**Rationale:** The Board will amend/approve the Board minutes of 9/23/09.

**IV. Old Business**

**A. 2009 Class Gift**

**Rationale:** Mr. Addley will update the Board of the decision made through the Finance/Personnel/Facilities Subcommittee meeting regarding the placement of the boulder from the Class of 2009.

**V. New Business**

**A. Superintendent's Goals**

**Attachments:**

Superintendent Goals 2009-2010

16

**Rationale:** Mr. Addley will present his goals for the district for the 2009-2010 school year.

**B. Board of Education Goals**

**Attachments:**

BOE Goals 2009-2010

18

**Rationale:** The Board will discuss a draft of their 2009-2010 Board goals.

**C. Robotics Club**

**Rationale:** Ms. Margaret Bastiaanse and Ms. Caron Kempf will share with the Board details on the Robotics Club.

**D. FY11 Budget**

**Rationale:** Mr. Harry Traver, Business Manager, will update the Board on energy-savings initiatives for the year.

**VI. Miscellaneous**

**A. Board Standing Committee Reports**

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

**Attachments:**

Granby Public Schools Instructional Plan

19

**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**

**VII. Calendar of Events**

**Attachments:**

Calendar of Events

23

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

# Granby Memorial Middle School

School Improvement Plan

September, 2009

# **School Improvement Plan Goal:**

To improve student's ability to analyze and synthesize information to solve problems and defend a position in all academic classes through the process of writing as measured by systematic increases in discipline based common summative and formative assessments and increases in math applications, making reader/text connections and persuasive writing on the CMT.

# Where we are

Currently, 7<sup>th</sup> grade students scored at 67% mastery on math applications, 79% mastery on reader/test connections and 89.8% mastery in writing in 2009. 6<sup>th</sup> grade students scored at 84% mastery on math applications, 77% mastery in reader/text connections, and 79.7% mastery in writing in 2009. Currently, common formative and summative data has been used in various ways and amounts by teachers with the need to bring consistency and discussion to this process.

# What we want to achieve

Students will achieve mastery on agreed upon common outcomes in all subject areas as measured by common assessments. In addition, we will Increase 7<sup>th</sup> grade math applications to 75% at mastery, increase reader/text to 81% at mastery and increase students to 84% mastery in writing. Increase 8<sup>th</sup> grade math applications to 71% mastery; increase reader/text connections to 82% mastery, and increase students to 94% mastery in writing.

# Data used to determine goals and focus

Connecticut Mastery Test results

Common and formative assessments

# Action Plan

To align our professional learning community with our school goal

Develop SMART goals – department and personal goals

Develop, administer, and analyze common assessments

Collaborate regarding the use of this data and strategies to improve student performance

# Monitoring and evaluation

- Administer 8 common assessments throughout the year
- Analyze results at PLC meetings
- Adjust instruction and implement appropriate interventions based on student needs

# Other important school initiatives

Alignment of department practices – HS/MS

Peer sharing

**Regular Board Meeting – Draft Minutes  
September 23, 2009 7:30 p.m.  
Central Services**

**Attendance Taken at 7:24 p.m.:**

Present Board Members:

Cal Heminway  
Marie Nicholls  
John O'Connor  
Edward Ohannessian  
Matthew Wutka

Absent Board Members:

Deborah Torgersen  
Ronald Walther

Mr. Heminway called the meeting to order at 7:30 p.m.

**I. Public Comment**

There were no public comments this evening.

**II. Administrative Reports**

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

- Successful open houses, opening to school
- On-line agenda - handouts available etc.
- Website - community forum
- Welcome to Dr. Kim Calcasola, high school staff and students who are here to make some presentations this evening.
- The district offers its condolences for Jenny Patnode. Jenny worked at Central Services in the Business Department for many years.
- "Are you smarter than a Granby student?" will be held on Friday, September 25<sup>th</sup>. Mr. Heminway, Mr. Gilbert, along with me and other faculty will be involved.
- Kelly Kids Care Triathlon will be held on October 3<sup>rd</sup>.
- There have been some new security measures instituted. A buzzer system has been implemented in all school buildings, employee ID badges will be worn by all employees, and a crossing guard has been hired to direct traffic on route 189. She will begin in October.
- Homecoming weekend will begin on October 16<sup>th</sup> with soccer under the lights on October 17<sup>th</sup>.
- The next Superintendents' forum will be held on November 9<sup>th</sup> at 7 p.m. at Wells Road School in the media center.

## **II.B. Student Representative Reports**

- We have a new Model UN club. There was a great turnout. The club will participate in mock a congress and debate real issues that are happening in the real world.
- Open house was interesting. It was funny to see parents getting lost following the bell schedule.
- The annual blood drive will be held on Friday, Sept. 25<sup>th</sup>.
- The marching band will be playing at the Big E on September 30<sup>th</sup> which is the same day as senior planning night.
- All sports are well underway - juniors are playing games. Both boys' and girls' are soccer doing well as well as girls' field hockey.

## **II.C. Schools in the Spotlight**

The Bridges Program was discussed. A student survey was given to students regarding the low amount of diversity in Granby. 25 students attended a prejudice reduction conference as well as attended Freshmen Orientation in the 2007-2008 school year and became mentors for 9th grade advisories. Plan to use the mentors in a greater role in advisor/advisee and also plan to survey students again this year. The students shared their experiences at the conference. They came up with some activities for this year that they hope to implement.

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

Dr. Patricia Law presented the 2009 high school testing report which includes CAPT, SAT, ACT and AP scores. Granby is analyzing the CAPT data and doing cohort analysis. The students who took the CAPT last year in 10th grade, the CMT was also looked at in 8th grade. Granby is well above where the state expects us to be for AYP. Dr. Law said that Granby does so well because we have interventions in place that work well - a math tutor, writing tutor, CAPT intervention plans and a reading consultant. Dr. Law then discussed the SAT. GMHS has given all 10th grade students the opportunity to take the PSAT test which 95% of students participated. 87% of students in the class of 2009 took the SAT. The ACT test was then discussed. This test is curriculum-based and measures college readiness. 23 students in Granby took this test which was an increase from 18 students the prior year. 35% of students scored in the ready for college level which is a little lower than national scores. Lastly, the Advanced Placement tests were discussed. Enrollment in AP classes has been steady over the past three years. Students tested in 17 different areas and there were 215 tests administered of which 162 students had a passing score of 3 or better. Mr. Ohannessian asked how many students scored a 4 or 5 because colleges usually give credit to scores of 4 and 5. Dr. Law said that she would get that information to him. Mr. Heminway asked if there was any news about Granby sharing AP courses with East Granby. Mr. Addley said that there have been discussions among East Granby and principals in the Farmington Valley and, unfortunately, we were not able to work out some of the logistics. Mr. Addley stated that it is very possible if planned for now as opposed to in the spring. Mr. O'Connor inquired where in the DRG we would land with regard to participation in AP classes. Dr. Law stated that she does not have that information because participation rate in classes is something that is not reported by districts. Mr. Addley stated that Granby's participation rates are fares favorably up and down the same compared to Farmington Valley schools – particularly for the size of our school. Mr. Heminway extended a thank you to Dr. Law and the entire staff on behalf of the Board for a very good report and offered best wishes for continuing to proceed – it's nice to hear this good news.

## **II.E. School Improvement Plan**

Dr. Kimberly Calcasola presented the School Improvement Plan for Granby Memorial High School. Dr. Calcasola spoke about the internal and external measurements used to determine progress toward their SMART goal. Departments developed lessons and assessment tools for best instructional practices and shared this data with other members of faculty during faculty meeting time. The action plan ensures that everything is in alignment and that everyone is working for the same common goal. Progress on the school improvement plan is monitored via common formative assessments, PLC discussions, quarterly meetings with PLC teams, student and faculty surveys, etc.

## **III. Consent Agenda**

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

It was noted by Ed Ohannessian to add the vote to the pay-for-play discussion. The vote was 3-2. Linda will make this change to the minutes.

### **III.B. International Field Trips**

A motion was made to approve the consent agenda. Moved by John O'Connor and seconded by Matt Wutka at 8:47 p.m. with two abstentions (John O'Connor and Marie Nicholls).

## **IV. Old Business**

### **IV.A. Magnet School Funding**

Mr. Heminway stated that he is happy to announce that the magnet school funding (\$13,000 for Granby) was part of one of the implemented bills which had not passed yet but it was in there so hopefully that problem will be behind us. The ISS delay which was in legislation that was actually filed and passed but never passed by both houses of the legislature for a two-year delay and are talking about a one-year delay but that has not yet passed either. Mr. Heminway also mentioned the upcoming meeting in early October regarding Sheff and magnet school funding. He hopes that there will be broader participation.

## **V. New Business**

### **V.A. District Strategic Planning**

The administration worked closely under the guidance of two consultants over the summer in a retreat to help formulate a new mission statement. We took the board's goals that have existed over the year, the 21st century group initiatives, community priorities, revisited many other documents and presentations given to the Board over the years, and drafted a first draft of a mission statement. We are looking for tacit approval to move forward to go back to teachers and the community. The vision is where we want to be and the mission is defining the outcomes in terms of what we expect from our students. Mr. Addley stated that he will find processes for the Board to give their input. We would like to come back after soliciting your input in the second semester. The last mission statement is 10 years old. Mr. Heminway stated that if this will move things forward it needs to be embraced and adopted by the Board. The Board would like to be engaged as it proceeds forward with some Board liaison participation in the process along with some more dedicated time to discuss this in the next 30-60 days. Mr. O'Connor agreed and said

the Board needs time to go through it. Mr. Ohannessian asked if it would go to a subcommittee first. Mr. Heminway stated that there should be a separate committee with someone from the curriculum subcommittee in attendance. The Board agreed that there should be a committee with a Board liaison and they will then follow up with a workshop. Mr. Addley then spoke about the achievement goal. Mr. Addley stated that he is looking for the Board to obviously be involved in it but to also eventually adopt a five-year achievement goal. Administration would like to use the achievement goal this year to allow us to practice the work of aligning school improvement plans. The Board said they have their support to continue the work with the achievement goal understanding that it is a work in progress.

## **V.B. H1N1**

Mr. Addley stated that the first confirmed case of H1N1 was just recently reported. He said that this will most likely happen on a very regular basis. The district participated in a couple of workshops over the summer. The expectations have been shared with the staff. Students were educated at the beginning of the school year for proper hygiene. Extra cleaning of water fountains, handrails, door knobs, etc. are cleaned during the school day as well as after school. Additionally school buses are cleaned daily. We are also in the process of educating students who are out for long periods of time. Mr. Addley spoke about the possibility of vaccinating students. This would be at no cost to Granby as far as the cost for the vaccine as well as the administrative costs. Mr. Ohannessian asked if we would follow state or federal guidelines for this. Mr. Addley stated that there are proper guidelines under the Farmington Valley Health District. Mr. O'Connor asked if there was a legal liability for us doing this. Mr. Addley said that we can certainly check on that. He also stated that we would have to work with the town manager, police, etc. Mr. Heminway asked the Board if they should consider this. The Board would just like to check on legal liability, etc. Mr. Heminway stated that assuming questions are answered satisfactorily, the Board would support this.

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

Two levels to the award this year: leadership award or a board of distinction award (going beyond what we achieve rather routinely in past years). The Board said that they should "go for it". Will someone other than the Board Chair be there to accept it? The Board will give their feedback to Alan.

## **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**

This committee has not met.

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

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

This committee has not met.

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

Mr. Heminway stated that he attended the CREC Council meeting last week. They asked for input as to what is going on at the legislature - nothing of which pertains to the Board at this time.

Mr. Heminway also mentioned the upcoming CABE Board Candidate Workshop. He also stated that he agreed to be on the state TOY committee. He said that Granby should continue to think "outside the box" and look at ways to improve student achievement.

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

Mr. Heminway stated that due to GEA negotiations, neither he nor Alan Addley attended this meeting. Mr. Addley said there are more mini grants to hopefully be awarded this year.

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

Mr. Traver reported that motion sensors have been installed. He also spoke about CL&P and that they will throw in money to improve paybacks. This will be Santi Camarotti's next project. Mr. Traver stated that there is no money out there right now for solar panels but that he will continue to research this.

### **VI.C. Board Member Announcements**

There were no board member announcements.

### **VI.D. Upcoming Calendar of Events**

### **VI.E. Miscellaneous Information**

A motion was made by Mr. Heminway to adjourn to a non-meeting. Moved by Matt Wutka and seconded by John O'Connor. Passed unanimously at 9:20 p.m.

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

The non-meeting was adjourned at 10:10 p.m.

Respectfully submitted,

Linda Powell  
Recording Secretary

Marie Nicholls  
Board Secretary

TO: Granby Board of Education  
FR: Alan Addley  
DT: October 2, 2009  
RE: Annual Goals

## **STUDENT ACHIEVEMENT**

- Maintain a focus on student learning through the culture and practices of professional learning communities
- Advance the work in common formative assessments and the use of data driven decision making
- Implement support and supervision that hold principals accountable for student achievement
- Increase student participation in PSAT, SAT and AP
- Continue to increase student achievement across the district on standardized testing

## **PROFESSIONAL LEADERSHIP**

- Model the moral and ethical leadership for the district
- Serve as a mentor for the Connecticut Association of Schools
- Serve as the liaison between HASA and the CAPSS Executive Committee
- Attend at least one regional or national professional development conference
- Serve as a Solution Tree Associate Consultant for professional development
- Continue doctoral studies at the University of Connecticut

## **INSTRUCTIONAL LEADERSHIP**

- Maintain high level of visibility within schools and classrooms on a weekly basis
- Participate in the CT Center for School Change Instructional Leadership Network
- Advance the work of professional learning community teams across the district
- Increase the coherence and alignment of district goals, school improvement goals and team goals.
- Advance the work of the administrative Classroom Walkthroughs
- Ensure the successful implementation of the new administrative reorganization
- Develop a comprehensive district improvement plan
- Implement the Instructional Plan
- Provide opportunities to build the capacity of teacher leaders through two levels of the Teacher Leadership Academy

## **CURRICULUM LEADERSHIP**

- Develop a strategic plan and well-defined structures for continuous improvement efforts (e.g., BOE goals, district and school improvement plans, curriculum cycle, professional development plans, grants)
- Support implementation and evaluation of new courses, curricula and extracurricular opportunities for students
- Initiate the process to update the Teacher Evaluation and Professional Development Plan
- Facilitate improvements to the district induction program for beginning teachers

## **BOARD & COMMUNITY RELATIONS**

- Assist the Board in establishing and realizing a vision, mission, achievement goal, and annual goals
- Maintain high levels of communication with the Board and the community
- Support the work of the BOE subcommittees
- Continue to address the district priorities established by the community as part of the entry plan
- Serve as a resource for BOE negotiations with GEA
- Increase the recognition of students, staff and district achievements
- Explore and initiate collaborative efforts with neighboring school districts, area businesses, and institutions of higher education
- Support the Board in developing detailed CPPAC specifications for a storage facility, athletic fields and energy savings

TO: Granby Board of Education  
FR: Alan Addley, Superintendent  
DT: October 2, 2009  
RE: Draft of FY11 BOE Goals

Each year the Board of Education adopts goals to guide its work throughout the year. The following goals are for consideration for 2009-2010:

- Develop and adopt new vision, mission and district achievement goals for the district;
- Provide resources and support for the advancement of professional learning communities across the district;
- Submit educational specifications for a storage facility and athletics fields to CPPAC;
- Develop a detailed capital project for energy savings;
- Continue efforts to enhance communications with the public through innovative techniques; and,
- Provide for school improvement within a budget that is reflective of the economic climate and responsive to the community.

**Granby Public Schools Instructional Plan**

Area of Focus	Definitions	Year 1: 2008-2009	Year 2: 2009-2010	Year 3: 2010-2011	Long Term: 2011-2013
<i>Mission</i>	The mission statement articulates the purpose of the district – what we are all about. The mission clarifies what the outcomes will be for our students as a result of their education in our system. Some stems might be “students will be able to…” or “students will become…” as a result of our educational program	<ul style="list-style-type: none"> <li>Conduct public forums to identify key priorities within community to shape the future direction of Granby public schools</li> </ul>	<ul style="list-style-type: none"> <li>Draft mission statement that synthesizes key priorities and initiatives</li> <li>Communicate mission statement to all members of community as well as connection to instructional plan</li> <li>Use mission statement to identify existing best practices within the district</li> </ul>	<ul style="list-style-type: none"> <li>Conduct gap analysis to determine areas of weakness or omission</li> <li>Develop and implement improvement plan at the district, building and classroom levels to ensure that all students achieve mission-driven goals</li> </ul>	<ul style="list-style-type: none"> <li>Conduct an additional gap analysis to determine if the changes that were made have had the desired impact on student learning and take appropriate actions</li> <li>Develop and implement improvement plan at the district, building and classroom levels to ensure that all students achieve mission-driven goals</li> </ul>
<i>Learning Principles</i>	Learning Principles are the conditions that are non-negotiable in every learning environment and a guaranteed right of every child in the district. Learning principles describe the conditions that need to exist in the learning environment and constitute good instruction. They are more specific and observable features that staff are held accountable for and reflect our collective beliefs and values.	<ul style="list-style-type: none"> <li>DLT discussions about beliefs and values</li> </ul>	<ul style="list-style-type: none"> <li>Continue discussions of beliefs and values with key stakeholder groups in order to develop an outline for district discussion of beliefs and values</li> <li>Schedule learning principles into staff development focus for 2010-11 and connect to larger improvement efforts</li> </ul>	<ul style="list-style-type: none"> <li>Learning principles drafted and adopted.</li> <li>Expanded classroom walkthrough protocols to include more staff and to gain better data on what learning looks like in the district on a typical day and how that relates to mission and curricular goals as well as learning principles.</li> </ul>	<ul style="list-style-type: none"> <li>Embed learning principles into staff pedagogy so that it becomes a “mindset” for the design and evaluation of student learning on an ongoing basis.</li> </ul>

**Granby Public Schools Instructional Plan**

*DRAFT: 9/21/09*

*Page 2*

<p align="center"><i><b>Curriculum Development</b></i></p>	<p>Curriculum is viable, standards based , and covers personal, academic and civic areas. Curriculum should be a consistent, agreed upon set of knowledge, skills, and experiences that all students are expected to master (not just be exposed to) regardless of their particular instructor. It provides an instructional map or guide that establishes common pacing of content and common assessment points. It is what all students should know and be able to do – the first big question of the PLC framework. Curriculum development should be shared, collaborative, visible, and accessible (preferably through an electronic format) and occurs on a regular cycle. Curriculum documents should demonstrate a vertical articulation.</p>	<ul style="list-style-type: none"> <li>• Updated electronic template for curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Staff access curriculum template and state content frameworks to appropriately frame and pace the design of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Address areas of weakness or omission that were identified during gap analysis through the identification of additional/revised learning goals and assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Rigorous curriculum development K-12:             <ul style="list-style-type: none"> <li>○ guaranteed and viable</li> <li>○ standards-based</li> <li>○ requires transfer of learning</li> <li>○ inquiry-based</li> <li>○ personalized to meet their needs, current achievement levels and areas of interest</li> <li>○ includes formative and summative assessments</li> </ul> </li> </ul>
<p align="center"><i><b>Development of Tasks of Significance</b></i></p>	<p>A task of significance is a common summative assessment that identifies an appropriate level of mastery for students in academic, civic and personal indicators. These tasks may take the form of a test, project, performance task, or other standardized evaluation tool to demonstrate the student has met a competency or standard in a particular area. A task of significance can be used to assess multiple areas simultaneously and will be given throughout the K-12 educational experience of a student. Successful completion of the task documents that the student can achieve the purpose/goals laid out in the mission statement.</p>	<ul style="list-style-type: none"> <li>• Discuss and develop common summative assessments via PLCs to create guaranteed experiences and to collectively analyze student work</li> </ul>	<ul style="list-style-type: none"> <li>• Collectively define task of significance and create a set of established criteria</li> <li>• Evaluate existing common assessments (and other existing performance tasks) to determine their potential as tasks of significance – whether they measure the learning goals described in the mission statement</li> </ul>	<ul style="list-style-type: none"> <li>• Develop additional tasks of significance so that all mission-driven goals are measured within the K-12 experience. NOTE: This does not mean that every subject at every grade level must measure every goal, nor does it mean that there are tasks every 4-6 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an electronic portfolio that enable students to house their tasks and reflect on their body of work throughout their K-12 education</li> <li>• Pilot tasks of significance to determine their effectiveness to both measure mission-driven goals and engage learners</li> <li>• Revise tasks of significance and appropriately embed them in curriculum maps</li> </ul>

**Granby Public Schools Instructional Plan**

DRAFT: 9/21/09

Page 3

<p align="center"><i>PLC Development</i></p>	<p>PLC provides the framework, structures and culture to accomplish the work of the district around improving teaching and learning. PLC is characterized by collaborative teams, a focus on student learning, timely interventions for struggling students, a results/outcomes orientation, and a willingness to do whatever it takes for success of all students. Adults should be seen as active learners and are expected to collaborate on a guaranteed and viable curriculum, common formative and summative assessments, and interventions and enrichments to meet student needs. PLC is a belief system that many working together are more synergistic and powerful than individuals working in isolation. It is a way of thinking and doing business. PLC should not be confused with a time or structures – it is about student and adult learning.</p>	<ul style="list-style-type: none"> <li>▪ Introduce PLC as a key district initiative</li> <li>▪ Send 10% of staff to attend 2-day conference in East Windsor to further their understanding of PLCs</li> <li>▪ Discuss and develop common formative assessments to facilitate analysis of student work to determine appropriate instructional strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Establish/revisit norms and focus for PLC SMART goal teams this year</li> <li>• PD with Rick and Becky DuFour to rearticulate principles of PLC SMART goal teams and to provide building-level support based on current levels of practice</li> <li>• Use common formative assessments to immediately impact classroom instruction</li> <li>• Regularly engage in analytical conversations about classroom-level practices to determine how to most effectively raise the achievement and engagement of all learners</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly engage in analytical conversations about classroom-level practices to determine how to most effectively raise the achievement and engagement of all learners as defined by mission</li> <li>• Use common formative assessments to immediately impact classroom instruction</li> </ul>	<ul style="list-style-type: none"> <li>• PLCs function as collaborative partners in solving complex instructional problems that positively impact classroom-level practice and student achievement as evidenced by:             <ul style="list-style-type: none"> <li>○ Focus and protocol of meetings</li> <li>○ Analysis of student work</li> <li>○ Identification of research-based practices</li> <li>○ Experimentation and feedback at the classroom level</li> </ul> </li> </ul>
<p align="center"><i>Instructional Practices and Staff Development</i></p>	<p>All staff are expected to be knowledgeable about research-based best practices in instruction and share a common understanding of what characterizes good instruction. Staff are provided with multiple opportunities and venues through which to improve their knowledge and skills including peer observations, collecting/sharing/analyzing data, classroom walkthroughs, and on-going, job-embedded professional development. This knowledge is expected to transfer in practice which results in measureable improvements</p>	<ul style="list-style-type: none"> <li>▪ Identify and integrate high-yield instructional strategies into classroom-level practice</li> <li>▪ Evaluate the effectiveness of instruction within the building via classroom walkthroughs</li> <li>▪ Explore how to increase student engagement through more personalized</li> </ul>	<ul style="list-style-type: none"> <li>• Use classroom walkthrough data at building-level and team/department-level to deepen conversations about personalization and effectiveness of learning</li> <li>• Staff are provided multiple opportunities and venues through which to improve their knowledge and skills including peer observations/sharing/analyzing data and on-going professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly engage in analytical conversations about classroom-level practices to determine how to most effectively raise the achievement and engagement of all learners as defined by mission</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence, K-12, of the transfer of adult learning into instructional practice which is reflected in measureable improvements in student achievement; as indicated by:             <ol style="list-style-type: none"> <li>1. Tasks of significance</li> <li>2. Internal and external assessments</li> </ol> </li> </ul>

**Granby Public Schools Instructional Plan**

*DRAFT: 9/21/09*

*Page 4*

	in student achievement. Teachers are reflective about their own practice and are open to trying identified effective strategies. Administrators support adult learning through providing time and resources and celebrating successes.	learning experiences			
--	--	----------------------	--	--	--

October 7	Finance/Personnel/Facilities Subcommittee Meeting Curriculum/Policy/Technology/Comm. Subcommittee Meeting BOE Meeting	5:30 p.m. 5:30 p.m. 7:00 p.m.	Central Services Central Services Central Services
October 9	Fall Parents' Day		Middle School
October 12	Columbus Day – No School		Offices Closed
October 15	7 <sup>th</sup> /8 <sup>th</sup> Grade Parents' Night	7:00 p.m.	Middle School
October 16	Homecoming Weekend / Dance	7:00 p.m.	High School
October 17	Soccer Under the Lights Boys' Varsity Game Girls' Varsity Game	6:30 p.m. 8:30 p.m.	High School High School
October 21	Curriculum/Policy/Technology/ Communication Subcommittee Mtg. BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services Central Services
October 23	Immigration Day		Middle School
November 3	Professional Dev. – No School		Offices Open
November 4	Finance/Personnel/Facilities Subcommittee Meeting BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services Central Services
November 18	Curriculum/Policy/Technology/ Communication Subcommittee Mtg. BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services Central Services