

**Regular Board of Education Meeting
Wednesday, October 2, 2019 7:00 PM
Town Hall Meeting Room**

I. Administrative Reports

A. Superintendent's Announcements (5 min.)

Goals: Embracing Diversity: Adopt and promote strong instructional, curricular and leadership practices that embrace and advance knowledge and acceptance of human diversity and that eliminate bias.

Rationale: Mr. Mark Winzler, Interim Superintendent, will provide district updates.

B. Student Representative Reports (5 min.)

Goals: Embracing Diversity: Adopt and promote strong instructional, curricular and leadership practices that embrace and advance knowledge and acceptance of human diversity and that eliminate bias.

Rationale: Ms. Dwaritha Ramesh and Mr. Jack DeGray, Student Representatives, will report on activities taking place at the high school.

C. Teaching & Learning - Equity Taskforce Update/Annual Equity Report (20 min.)

Goals: Professional Learning: Develop the instructional skills and strategies of our teaching staff through ongoing, meaningful and systemic professional learning opportunities., Embracing Diversity: Adopt and promote strong instructional, curricular and leadership practices that embrace and advance knowledge and acceptance of human diversity and that eliminate bias.

Attachments:

2018-2019 Equity Report and Equity Team Update

4

Rationale: Mr. Christopher Tranberg, Assistant Superintendent, will update the Board on the Equity Taskforce as well as present the Annual Equity Report for the 2018-2019 school year.

II. Public Comment

Goals: Embracing Diversity: Adopt and promote strong instructional, curricular and leadership practices that embrace and advance knowledge and acceptance of human diversity and that eliminate bias.

Rationale: Granby community engagement and attendance at BOE public meetings is welcomed. The Public Comment segment of the meeting agenda is set aside so the BOE may receive public comments. Procedurally, public remarks will be limited to about 5 minutes and citizens will be asked to identify themselves. Because the BOE is limited by the Freedom of Information Act to discussing only matters on the agenda, the BOE is not permitted to engage in a discussion of the comments presented.

III. Consent Agenda (5 min.)

A. Minutes

Goals: Embracing Diversity: Adopt and promote strong instructional, curricular and leadership practices that embrace and advance knowledge and acceptance of human diversity and that eliminate bias.

Attachments:

Approved Minutes 9-18-19

17

Rationale: The Board will approve/amend the minutes of the September 18, 2019 Board of Education meeting.

IV. Old Business

Rationale: There is no Old Business to report.

V. New Business

A. Secondary School Improvement Plans (20 min.)

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

Attachments:

GMMS SIP BOE Summary 2019-2020	20
GMMS School Improvement Plan 2019-2020	25
GMHS SIP BOE Summary 10-2-19	30
GMHS School Improvement Plan 2019-2020	35

Rationale: Ms. Susan Henneberry, Middle School Principal, and Mr. Michael Dunn, High School Principal, will present their respective School Improvement Plans to the Board.

B. Authorized Signatures Change Form for the Agreement for Child Nutrition Programs (5 min.)

Goals: Safety and Social Emotional Well-Being: Foster a safe and positive social emotional environment for everyone.

Attachments:

Authorized Signatures Change Form	40
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Rationale: The Board will consider the approval of an Authorized Signatures Change Form for the Agreement for Child Nutrition Programs.

VI. Miscellaneous (20 min.)

A. Board Standing Committee Reports

1. Curriculum/Policy/Technology/Communication

Goals: Professional Learning: Develop the instructional skills and strategies of our teaching staff through ongoing, meaningful and systemic professional learning opportunities., Embracing Diversity: Adopt and promote strong instructional, curricular and leadership practices that embrace and advance knowledge and acceptance of human diversity and that eliminate bias., Safety and Social Emotional Well-Being: Foster a safe and positive social emotional environment for everyone.

2. Finance/Personnel/Facilities

Goals: Budget Development and Fiscal Management: Practice responsible budget development and management through transparency and maximize available financial resources through a balance of fiscal discipline and innovative educational investments., Student Achievement: Improve student achievement, academic performance and opportunity at all grade levels and for all ability levels and decrease achievement gaps on the path to college and career readiness., Community Engagement: Enhance communication and build trusting relationships with all stakeholders.

Attachments:

Approved Finance SC Minutes 6-19-19	42
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B. Other Board-Related Reports

1. CREC/CABE

Goals: Safety and Social Emotional Well-Being: Foster a safe and positive social emotional environment for everyone.

2. Granby Education Foundation

Goals: Embracing Diversity: Adopt and promote strong instructional, curricular and leadership practices that embrace and advance knowledge and acceptance of human diversity and that eliminate bias.

C. Calendar of Events

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Attachments:

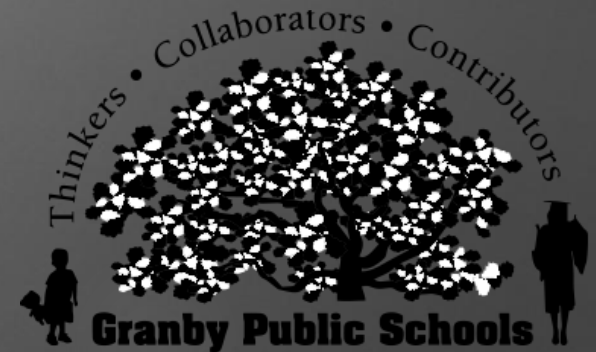
Calendar of Events	43
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D. Board Member Announcements

E. Action Items

VII. Executive Session/Non-Meeting

Granby Public Schools Equity Update 2018-2019



Granby Equity Taskforce

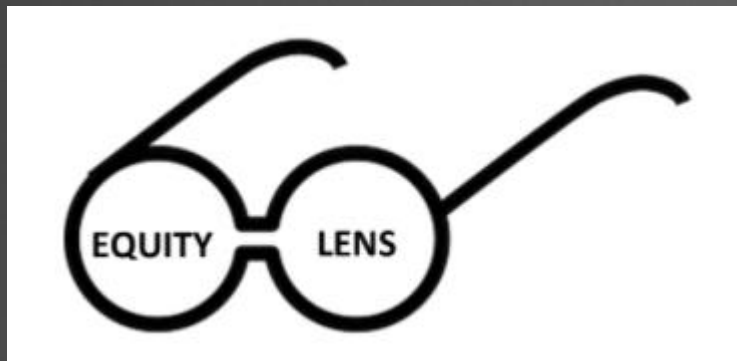


Granby Equity Team

Statement of Equitable Practices

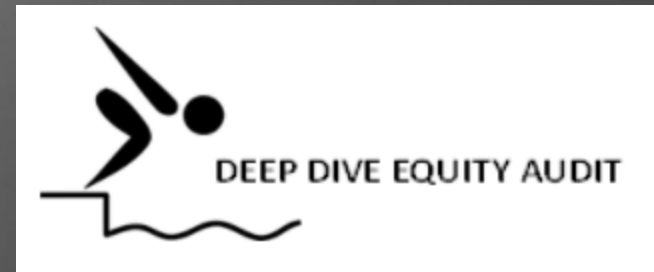
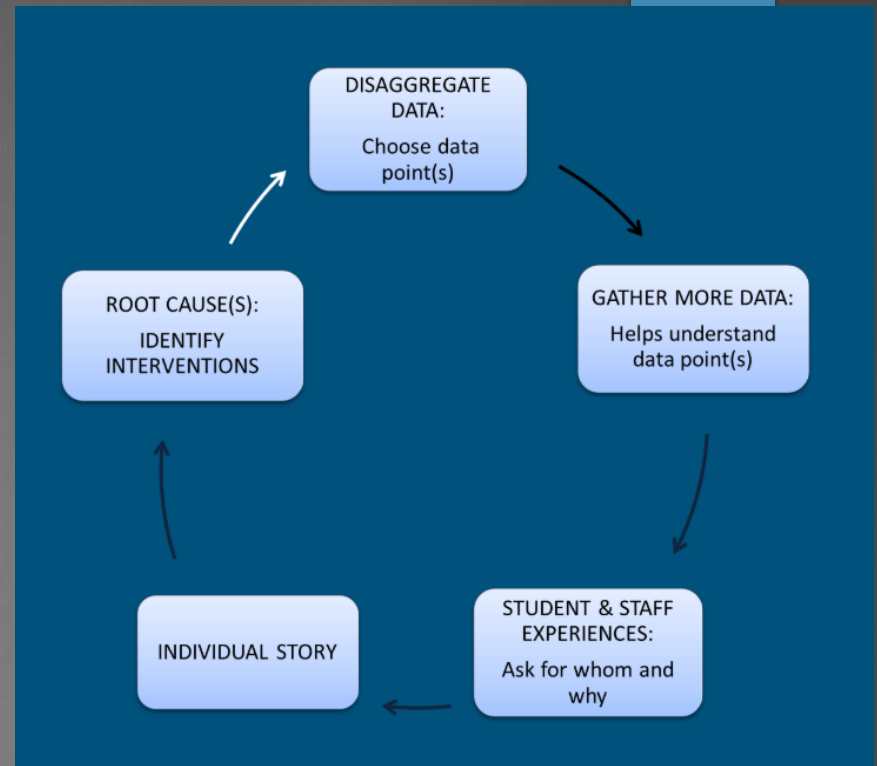


Equity in the Granby Public Schools ensures practices that allow all students to achieve at high levels, and that outcomes are not predicted by race, religion, ethnicity, socioeconomic status, gender, gender identity, or sexual orientation; and barriers are removed to meet the needs of students of all abilities and backgrounds; thereby realizing the district mission for all students to become powerful thinkers, effective collaborators, and compassionate contributors.



Focus Areas

1. underrepresentation of minority students in college readiness courses
2. overrepresentation of black male students receiving referrals/discipline
3. overrepresentation of black male students receiving special education services
4. underrepresentation of minority teachers

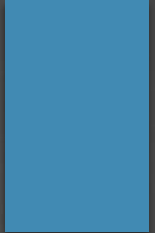


Achievement Gap Report Overview



- ▶ Framework created as a result of BOE and administrator feedback from fall of 2015 and spring of 2016
- ▶ Indicators closely mirror the Connecticut Next Generation Accountability System
- ▶ Data is reported by Program (General/Special Education) and Residence (Granby/Hartford/Hartland)
- ▶ Selected indicators promote a narrow/deep focus

Equity Indicators



Graduation:

- ▶ Graduation Rate: % of 12th grade students graduating in 4 years or less (as a ninth grade cohort)

College Readiness:

- ▶ College Course Completion: % of 12th grade students enrolled in at least 1 college level/credit course (AP, ECE, Pathways) during their HS years
- ▶ College Course Success: % of 12th grade students successfully completing at least 1 college level/credit course during their HS years: AP='C' or higher, ECE='C' or higher, Pathways='B' or higher
- ▶ College Readiness Exams: % of 12th grade students scoring 1050 or better on the SAT (super scoring), 3 or higher on AP exam, or meeting benchmark on 3 of 4 exams on ACT

Student Achievement 3-10:

- ▶ Science Performance: % 5th, 8th and 10th graders at/above goal on NGSS
- ▶ Literacy Performance: % students in gr. 3-8 meeting/exceeding goal on SBAC
- ▶ Numeracy Performance: % students in gr. 3-8 meeting/exceeding goal on SBAC

School Engagement:

- ▶ Activities: % students in gr. 3-12 with at least one extra-curricular activity or interscholastic sport
- ▶ Attendance: % students gr. K-12 attending at least 90% of school days
- ▶ Discipline: % students gr. K-12 with no in-school or out-of-school suspension

Graduation



Data by Program	Grades	Gen Ed	(N)	SpEd	(N)	Diff
Graduation	12	100%	136	95.2%	21	-4.8

Data by Residence	Grades	Granby	(N)	Hartford	(N)	Diff	Hartland	(N)	Diff
Graduation	12	99.3%	145	100.0%	5	0.7	100%	7	0.7

Graduating students on time persists as a district strength.

College Readiness



Data by Program	Grades	Gen Ed	(N)	SpEd	(N)	Diff
College Course Completion	12	91.7%	145	65.2%	23	-26.5
College Course Success	12	77.9%	145	17.4%	23	-60.5
College Readiness Exams	12	74.5%	145	17.4%	23	-57.1

Data by Residence	Grades	Granby	(N)	Hartford	(N)	Diff	Hartland	(N)	Diff
College Course Completion	12	90.1%	151	66.7%	6	-23.4	72.7%	11	-17.3
College Course Success	12	72.8%	151	0%	6	-72.8	63.6%	11	-9.2
College Readiness Exams	12	69.5%	151	16.7%	6	-69.5	63.6%	11	-5.9

Narrowing of achievement gap between general education and special education students.

There is no representation of Hartford resident students with college course success in 2019.

Grade Level Testing



Data by Program	Grades	Gen Ed	(N)	SpEd	(N)	Diff
Science Performance	5,8,10	NA	NA	NA	NA	NA
Literacy Performance	3-8	83.6%	677	36.9%	130	-46.7
Math Performance	3-8	70.3%	676	25.2%	127	-45.1

Data by Residence	Grades	Granby	(N)	Hartford	(N)	Diff	Hartland	(N)	Diff
Science Performance	5,8,10	NA	NA	NA	NA	n/a	NA	NA	n/a
Literacy Performance	3-8	78.3%	769	28.2%	39	-50.1	NA	NA	21.7
Math Performance	3-8	65.2%	765	17.9%	39	-47.3	NA	NA	34.8

Overall district performance remains stable in literacy and math while there are individual areas of strength and weakness.

Wide achievement gaps persist by program and residence consistently.

School Engagement



Data by Program	Grades	Gen Ed	(N)	SpEd	(N)	Diff
Activities	3-12	72.2%	1247	60.1%	213	-12.1
Attendance	K-12	96%	1556	90.5%	252	-5.5
Discipline	K-12	97.9%	1556	93.3%	252	-4.6

Data by Residence	Grades	Granby	(N)	Hartford	(N)	Diff	Hartland	(N)	Diff
Activities	3-12	70.8%	1358	76.2%	63	5.4	47.4%	38	-23.4
Attendance	K-12	95.7%	1692	83.1%	77	-12.6	97.4%	38	1.6
Discipline	K-12	95.7%	1692	88.3%	77	-9.4	94.7%	38	-3.0

Strong overall student school engagement with attendance and discipline when comparing programs and residences. Relatively small gap across all areas.

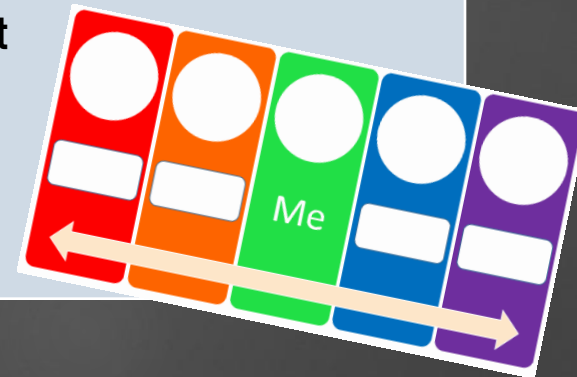
Participation in activities for Hartland students requires individualized and targeted attention.

Next Steps:

- ▶ Strategically allocate resources to support areas of greatest need
- ▶ Courageously embrace recommendations of the Granby Equity Team
- ▶ Continue using metrics from district equity report to develop strategic school improvement plans with measurable goals
- ▶ Collaborate with the CT Center for School Change in an equity focused Community of Practice (CoP) and school leader coaching sessions
- ▶ Expand student ownership through NCCJ with *Bridges* and *Anytown*
- ▶ Increase representation minority teachers and leaders across the district

2019-2020 Action

Professional Capacity	Achievement
<ul style="list-style-type: none">• Professional Development• Granby Equity Team (GET)• MTR Consortium• Minority Teacher Onboarding Plan	<ul style="list-style-type: none">• Leverage Leadership• Explore Program Offerings• Collect Information from Students & Parents• Examine Course Selection/Recommendation Practices
Climate	Program Participation
<ul style="list-style-type: none">• Partnership with NCCJ• CPS Core Team• Efforts to Diversify Curriculum• Survey Staff• Standardize Data Practices	<ul style="list-style-type: none">• <i>Generations</i> Mentoring• SRBI Revision• Program Audit



Questions



Regular Board of Education Meeting – Approved Minutes
September 18, 2019, 7:00 p.m.
Town Hall Meeting Room

Present Board Members: Jenny Emery, Mark Fiorentino; Lynn Guelzow, Sarah Thrall, Rosemarie Weber, Brandon Webster, and Dwaritha Ramesh and Jack DeGray (Student Representatives).

Absent Board Members: Melissa Migliaccio

Mark Fiorentino called the meeting to order at 7:00 p.m.

I. Administrative Reports

I.A. Superintendent's Announcements

- Mark Winzler, Interim Superintendent, welcomed Jack DeGray, a Junior, as the new BOE Student Representative. He also welcomed Julie Groene, Assistant Principal at the High School, and Jacky Paton, High School Science Teacher, who are here to present for Schools in the Spotlight.
- Open houses are going well so far. The final open houses will be held this week and next week for Grades 3, 4, and 5 on September 19th, 24th and 26th respectively.
- Central Services had their annual professional day yesterday which focused around high reliability organizations.
- The high school vestibule project is moving along with the first phase beginning October 9th (school holiday for students). Depending on weather, work may continue into the 10th or 11th. Any disruption in the flow of vehicles or people will be managed by the high school staff and facilities department.
- The first meeting for the building committees will be an organizational meeting and will be held tomorrow evening at 7:00 p.m.
- The playground shade has been installed at Kelly Lane.
- Students at Kelly Lane celebrated International Dot Day on Monday by participating in creative time. International Dot Day is named for the classic Peter H. Reynolds storybook *The Dot*.
- The budget process is moving along with meetings taking place with principals for technology, curriculum and facilities.
- The district participated in the Sandy Hook Promise Safety and Assessment & Intervention (SAI) training this week. SAI is a national evidenced-based violence prevention program which establishes and trains multidisciplinary teams/school safety teams within schools to identify, assess and respond to threats of violence.
- The next regularly scheduled Board Meeting will be held on October 2nd.

I.B. Student Representative Reports

Mr. Mark Fiorentino introduced new BOE Student Representative Jack DeGray and stated that the BOE expects student representatives to not only report on the high school but to also be involved and ask questions. Mr. Fiorentino asked Jack to introduce himself to the Board. Jack DeGray stated he feels he will be able to contribute his peers' ideas and thoughts to the Board. He stated he takes a good variety of classes including AP and Honors classes as well as plays high school basketball, lacrosse and soccer. He also plans on joining the Spanish National Honors Society and the Model UN Club this year. He gave an update to the Board as follows:

- All fall sports are undefeated so far. There are 12 less students participating in fall sports this year vs. last year; however, student enrollment is down by 80 students so it is actually 42% of the student body participating this year and 39% participated last year.

I.C. Business Manager's Report

Ms. Anna Robbins, Business Manager, presented the June 2019 and July/August 2019 statement of accounts. For June 2019, the results were as anticipated with special education expenditures unfavorable \$668K and regular education expenditures favorable \$348K. Salaries and benefits made up 76.3% of the total budget for FY19 and were forecasted with almost 100% accuracy. The additional appropriation for \$320K was needed to balance the budget for FY19. The Quality & Diversity fund was favorable \$77K largely due to savings in vocational and magnet school tuition as well as savings in transportation line items.

For FY20, the BOE is opening with a negative forecast of \$52K. Special education expenditures are projected to be unfavorable \$179K and regular education expenditures favorable \$127K. The special education variance is due to the net change in out-of-district placements for students whose needs have changed since the budget was prepared. Ms. Robbins stated this is a very difficult area to project. Revenue to the town reflects a projection of additional revenue of \$15K for tuition from other towns. Excess cost funding is lower than anticipated. Although out-of-district costs for special education are higher than budgeted, fewer students are meeting the stop loss limits. Jenny Emery stated these statements of accounts were reviewed in the Finance Subcommittee Meeting this evening and the Board will act on an end-of-year transfer later in the meeting.

I.D. Schools in the Spotlight

Ms. Julie Groene, High School Assistant Principal and Director of Guidance, Jacky Paton, High School Science Teacher, and a couple of high school students spoke about the recent Summer College Connections trip that took place over the summer. Ms. Groene stated the tour was held July 9-12 this year. She stated students who take the time to go on this tour really put themselves in the driver's seat and are able to articulate what they are looking for in a college. 22 students attended this year in Grades 10-12 with eight (8) of those students being Sophomores. Ms. Groene stated financial aid as well as transportation (for Hartford students) was offered to students who wanted to attend. Over 225 students have attended this program over the past 11 years. Junior, Spencer Bennett, attended this year and stated the tour gave him a great sense of what to expect with regard to the application process as well as what college would be the best fit for him. Sophomore, Alex Camilleri, stated she was not sure what she wanted out of a college and was very excited to learn of this tour. The tour helped her to know that she would like to go to a public college vs. a private college. Both Alex and Spencer stated this tour should be promoted better next year as students do not seem to know about it. Ms. Paton stated she has done this tour for 11 years and stated this is not only a tour of schools but truly a seminar as much discussion takes place regarding the college process. She spoke about the advertising of the program and stated students have advertised the program through the Summer Enrichment Academy; by having students walk around to advisories; students also received e-mails about the program; and, mailings about the program were sent home. Ms. Groene stated the alumni panel is a great highlight of the week for students to be able to speak to Granby alumni who are currently attending college.

II. Public Comment

There were no public comments this evening.

III. Consent Agenda

III.A. Minutes

A motion was made by Jenny Emery and seconded by Brandon Webster to adopt the consent agenda. This motion passed with one abstention (Lynn Guelzow) at 7:35 p.m.

IV. Old Business

IV.A. Third Reading of Draft Policy 6159, Individualized Education Program

The Curriculum/Policy/Technology/Communications Subcommittee recommended draft revised Policy 6159, Individualized Education Program, to the Board for a third reading and approval. A motion was made by Rosemarie Weber and seconded by Sarah Thrall that the Granby Board of Education adopt Policy 6159, Individualized Education Program, with corrections as presented. Rosemarie Weber stated this policy was presented to the Board at the last meeting and a few changes were made due to statutory language which has been added. This motion passed unanimously at 7:37 p.m.

IV.B. CABE Board Recognition Award Application

The Board reviewed the final application for the CABE Level Two Leadership Award. A motion was made by Rosemarie Weber and seconded by Jenny Emery that the Granby Board of Education approve the submittal of the CABE Board Recognition Award Application for the Level Two Board Leadership Award. This motion passed unanimously at 7: 38 p.m.

V. New Business

V.A. FY19 Year-End Budget Transfers

The Board discussed the approval of FY19 year-end budget transfers as recommended by the Business Manager and Finance Subcommittee. A motion was made by Jenny Emery and seconded by Brandon

Webster that the Granby Board of Education approve year-end budget transfers for FY19 as recommended by the Business Manager and Finance Subcommittee. Jenny Emery stated this is standard procedure throughout the year. Between regular education and special education and a \$30M budget, the \$357K deficit all related to special education. She stated the Board of Finance knew the deficit would be there and made an appropriation for more than what is needed. Ms. Emery stated overall, the impact to a taxpayer was budget-wise and that education had a surplus of approximately \$500K. This motion passed unanimously at 7:42 p.m.

VI. Miscellaneous

VI.A. Board Standing Committee Reports

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

This Subcommittee has not met.

VI.A.2. Finance/Personnel/Facilities

Jenny Emery reported this Subcommittee met this evening to discuss the statement of accounts discussed earlier as well as cybersecurity. CABE sent out information to ensure school boards are on top of issues relating to protecting data. Jon Lambert, Director of Technology, attended the meeting and reviewed a lot of what is done in the district. The Board encouraged Mr. Lambert to make sure he lets the Board know if there are resources he needs. The Subcommittee received an update on the school vestibule project and also discussed health benefits and the Health Benefit Advisory Committee and making sure the right resources are in place to receive the correct information for the budget.

VI.B. Other Board-Related Reports

VI.B.1. CREC/CABE

Mark Fiorentino reported CREC met today. Information was provided on Open Choice enrollment. Generally, the trend is very static and is about the same as it was 5 years ago. A brief legislative report was given. CABE is not looking to finalize legislative priorities until after the convention. The Legislative Breakfast is scheduled for February 20th. Jenny Emery inquired about magnet school tuition being held flat and wondered if that was reflected in the budget. Anna Robbins stated a slight increase was budgeted. Mark Fiorentino stated there was a brief discussion about that and CREC was partially successful in getting the state to raise tuition rates for magnet schools by 5% and they got a little less than 2%.

VI.B.2. Granby Education Foundation

Jenny Emery reported the GEF met on Monday evening; however, she was unable to attend. A mailing will be going out town-wide for their annual appeal.

VI.C. Calendar of Events

Mark Fiorentino noted the BOE candidate forum to be held on September 24th and thanked Mr. Dombrowski and his students at the high school for their work on this event. The college fair is on October 23rd and is a good opportunity to see many colleges. Jenny Emery stated she will be away on October 16th so the Finance Subcommittee Meeting will need to be rescheduled.

VI.D. Board Member Announcements

There were no Board member announcements this evening.

VI.E. Action Items

There were no action items this evening.

VII. Executive Session/Non-Meeting

There was no need to enter into an Executive Session/Non-Meeting this evening. A motion was made by Jenny Emery and seconded by Rosemarie Weber to adjourn the meeting. This motion passed unanimously at 7:54 p.m.

Respectfully submitted,

Rosemarie Weber
Board Secretary



**Granby Memorial Middle School
School Improvement Plan 2019-2020**



Granby Public Schools

Vision, Mission, Achievement Goal, Learning Principles, Theory of Action



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

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

Achievement Goal:

Students will demonstrate powerful thinking by systemically solving problems through analyzing and synthesizing information and articulating/defending a position.

Learning Principles:

Reflect our district's beliefs and values and describe the non-negotiable conditions required in every learning environment that are a guaranteed right for every student. These conditions constitute effective teaching and serve as guiding principles to which staff and students are held accountable.

Students learn best when teachers provide opportunities for them to:

- Contribute to the creation of a positive, safe and supportive learning environment that personalizes learning, celebrates growth and fosters risk-taking, collaboration, discourse, and questioning;
- Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting and applying meaningful and timely feedback;
- Have choices, engage in exploration and practice and demonstrate perseverance;
- Engage in authentic, real-world and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways;
- Build upon prior knowledge, make connections and transfer learning to new situations; and,
- Understand clearly defined learning objectives that represent big ideas and that teachers model and structure to foster independence.

Theory of Action:

We know teacher quality has the greatest impact on increasing student learning.

Therefore, if students are providing access to highly effective teachers who also develop caring responsive relationships, *AND* if the structures and culture of professional learning communities are used to support high expectations for student learning and improve instruction through the use of:

- standards-based curriculum,
- data driven decision making
- effective teaching strategies,
- ongoing monitoring, and
- flexible time for struggling learners,

THEN we will meet the needs of all learners and all students will achieve at high levels.

Vision, Mission & District Achievement Goal

Maximize the effectiveness of professional teams to increase student achievement.

Action Steps

All teams act as SIT teams

PLC teams aligning formative assessments with priority standards.

Collaborative and Proactive Solutions Core Teams implement consistent behavior expectations

Evidence /Measurements

Tier I & Tier II intervention progress monitoring data and student success

CFAs measure student mastery of standards

Consistent implementation of PRIDE matrix, ALSUPS completed

Student Achievement Goal

Increase student achievement in literacy and numeracy standards across all discipline areas as indicated by standardized measures: STAR, Calkins, SBAC.

Action Steps

Use 2019 SBAC Target Reports to guide instructional plans and identify areas of growth

PLCs create common formative assessments to inform instruction of curriculum standards

Progress monitor student achievement

Evidence/ Measurements

PCS SMART goals align with data

Lesson plans responsive to formative data

PLC SMART Goals, STAR, SBAC Interim Assessments, Affirm, Writing Data

Instruction Goal

Utilize equitable instructional practices that personalize learning for all learners.

Action Steps

Evidence/Measurements

Create opportunities for student ownership of learning

Instructional Rounds, Strategies implemented in classes

Implement Year II of School Wide Enrichment Program and Gifted & Talented Program

Fall & Spring Clusters, Enrichment Classes, Enrichment opportunities imbedded in lessons

Build teacher capacity through Student Centered Coaching Model

Increase the number of teachers participating in coaching cycles.



Granby Memorial Middle School

School Improvement Plan 2019-2020



Granby Public Schools

Vision, Mission, Achievement Goal, Learning Principles, Theory of Action



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- Engage in authentic, real-world and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways;
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Therefore, if students are providing access to highly effective teachers who also develop caring responsive relationships, *AND* if the structures and culture of professional learning communities are used to support high expectations for student learning and improve instruction through the use of:

- standards-based curriculum,
- data driven decision making
- effective teaching strategies,
- ongoing monitoring, and
- flexible time for struggling learners,

THEN we will meet the needs of all learners and all students will achieve at high levels.

2014-2019 Board of Education Goals

The 2014-2019 five-year Board of Education goals to support the district's vision, mission and achievement goal:

1. *Provide a rigorous and diverse 21st Century Curriculum.*
2. *Invest in the professional capital of the staff.*
3. *Develop an operational plan that ensures continued success in an environment of declining enrollment.*
4. *Promote positive engagement and communication with the community.*
5. *Explore opportunities for alternative revenue sources.*
6. *Influence local and state educational policy.*

Granby Memorial Middle School

Vision, Mission & District Achievement Goal

Goal: Maximize the effectiveness of professional teams to increase student achievement

Theory of Action: If we organize our school into collaborative teams to support student learning, then student achievement will increase.

Action Steps	Person Responsible	Time Line	Resources	Evidence/ Measurements
1. PLC focus: looking at student work, identify priority standards, using common formative assessments, focusing on all four PLC questions.	All Teachers /Coaches	Sept - June	Scheduling to allow common planning time	CFSs created and minutes reflect discussions of all 4 PLC questions
2. SIT teams will develop Student Action Plans and implement SRBI strategies as necessary.	All Teams, Administration, School Counselors	Weekly Meetings	In-House Site for SIT record keeping	Progress monitoring data and student success
3. UA teachers are informed of IEP goals and student accommodations	Resource Teachers	Quarterly Meetings	Scheduling coverage as needed	Resource teachers will attend UA SIT team meetings quarterly.
4. Bear teams celebrating student accomplishments.	All Teachers	Sept - June	Google Team Document to record discussion, Golden Tickets	School celebrations, student recognition
5. Collaborative and Proactive Solutions Core Teams will Implement consistent behavior expectations	Core team advices PD for Bear CPS Teams	Sept - June	School Wide Behavior Matrix with teacher and student input.	Behavior Matrix Published and Consistently reinforced, ALSUPS Completed.

Granby Memorial Middle School

Student Achievement

Goal: By June of 2020 all students will increase achievement in literacy and numeracy standards across all discipline areas as measured by STAR reading and math, Calkins Writing, and SBAC performance.

- *Students scoring at goal or above on the baseline assessments will demonstrate growth and improve scores on post assessments.*
- *Students scoring below goal on baseline assessments will grow at least one level on post assessments.*

Theory of Action: If we routinely monitor progress to inform a collaborative approach to planning instruction and interventions, then student achievement will increase.

Action Steps	Person Responsible	Time Line	Resources	Evidence/ Measurements
1. Use specific areas of growth as identified by 2019 SBAC Target reports to guide instructional plans.	PLCs /Coaches	Sept - June	SBAC Reports	PLC SMART goals target areas of need
2. PLCs use Common Formative Assessments and STAR testing to measure student progress toward mastering curriculum standards and inform instruction	PLCs/ Coaches	Sept – June	CFAs and STAR Test data	Lesson plans based upon student progress data, growth in student progress.
3. Using authentic writing routinely in all classes	All Teachers, Administrators	Sept – June, Follow Writing Assessment Calendar	Professional Time to score Student writing	Growth in student writing progress. Student writing data in SIMS and on Principal Data Wall.
4. XBlock Committee identifies ways to maximize time to advance student progress during Xblock	XBlock Committee	Meet Quarterly	Strategic Scheduling of Xblock Coverage	XBlock is reported as productive time,
5. Use SBAC Interim Assessments	ELA and Math Teachers	Two math and two ELA interim assessments by April	Interim Assessments	Interim Assessment data informs instruction
6. Use Affirm to progress monitor math achievement	Math Teachers/ Coach	Sept - June	Affirm Software	Affirm data used to inform instruction, student achievement growth

Instruction

Goal: Utilize equitable instructional practices that personalize learning for all learners.

Theory of Action: If students are able to clearly articulate what they are learning and why it is relevant, then students will demonstrate higher levels of ownership and learning will improve.

Action Steps	Person Responsible	Time Line	Resources	Evidence/ Measurements
1. Create opportunities for students to take ownership for their learning.	All Teachers/Staff	Sept - June	Book for each teacher: <i>17,000 Classroom Visits Can't Be Wrong.</i>	Strategies implemented in classes
2. Provide students with feedback for learning including sharing student progress data with individual students (set individual growth goals)	All Teachers	Sept - June	Access to data	Student made learning goals
3. Instructional Rounds focus on student ownership of learning.	All Teachers/Staff	District – Sept / March GMMS – Nov / Feb	Schedule time to visit classes	Improved rating on Student Survey Question
4. Implement instructional recommendations from the Granby Equity Team (GET)	All Teachers/ Staff	Oct – June	Equity Team reports	Monthly discussions at faculty Meetings, GET reports
5. Implement Year Two of School Wide Enrichment Program and Gifted & Talented program	Enrichment Coach, Teachers, Administration	Sept – June	Cluster materials, flexible scheduling for gifted students	Fall & Spring Clusters Gifted Students scheduled to work with Enrichment Coach
6. Build teacher capacity through Student Centered Coaching Model	Coaches/ Teachers	Sept - June	Time to work with coaches	Increase the number of teachers Participating in Coaching Cycles.



**Granby Memorial High School
School Improvement Plan 2019-2020**



Granby Public Schools

Vision, Mission, Achievement Goal, Learning Principles, Theory of Action

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

Achievement Goal:

Demonstrate powerful thinking by systemically solving problems through analyzing and synthesizing information and articulating/defending a position.

Learning Principles:

Reflect our district's beliefs and values and describe the non-negotiable conditions required in every learning environment that are a guaranteed right for every student. These conditions constitute effective teaching and learning and serve as guiding principles to which staff and students are held accountable.

Students learn best when teachers provide opportunities for them to:

- contribute to the creation of a positive, safe, and supportive learning environment that personalizes learning, celebrates growth, and fosters risk taking, collaboration, discourse, and questioning;
- take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting, and applying meaningful and timely feedback;
- have choices, engage in exploration and practice, and demonstrate perseverance;
- engage in authentic, real-world, and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways;
- build upon prior knowledge, make connections, and transfer learning to new situations

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

- understand clearly defined learning objectives that represent big ideas and that teachers model and structure to foster independence

Theory of Action:

We know teacher quality has the greatest impact on increasing student learning.

Therefore, if students are provided access to highly effective teachers who also develop caring responsive relationships,

AND if the structures and culture of professional learning communities are used to support high expectations for student learning and improve instruction through the use of

- standards-based curriculum,
- data driven decision making,
- effective teaching strategies,
- ongoing monitoring, and
- flexible time for struggling learners,

THEN we will meet the needs of all learners and all students will achieve at high levels.

Vision, Mission & District Achievement Goal

Goal: Improve systems and practices that maximize equitable opportunities for all students

Action Steps

Evidence/Measurements

Enlist staff to recruit and support increased % of minority students in college-level courses

Increase in %/decrease in gaps of students enrolled and successful

Implement revised SRBI intervention practices

SRBI outcomes

Partner with CCSC and NCCJ to develop equity-focused culture through E3s, revised Advisory activities

Improved student survey outcomes

Student Achievement Goal

Goal: *All students will meet our Learning Expectations as measured by departmental measures and an increase in the % of juniors meeting benchmark from 2019 PSAT to 2020 CT SAT.*

Action Steps

Evidence/Measurements

Refine measures of Learning Expectations

Refined measures, rubrics, SMART goal data

Engage teams in tracking cohorts to monitor student growth in college readiness standards

Increased achievement/decreased gaps in P/SAT outcomes

Focus PD and supports around practices to promote growth in SAT-assessed standards

Instructional practices and strategies

Instruction

Goal: *Use formative assessments of clear learning targets to adjust instruction.*

Action Steps

Focus Instructional Rounds, PD, formative educator feedback and coaching around standards-based learning targets and formative assessments

Support implementation of Pre-AP

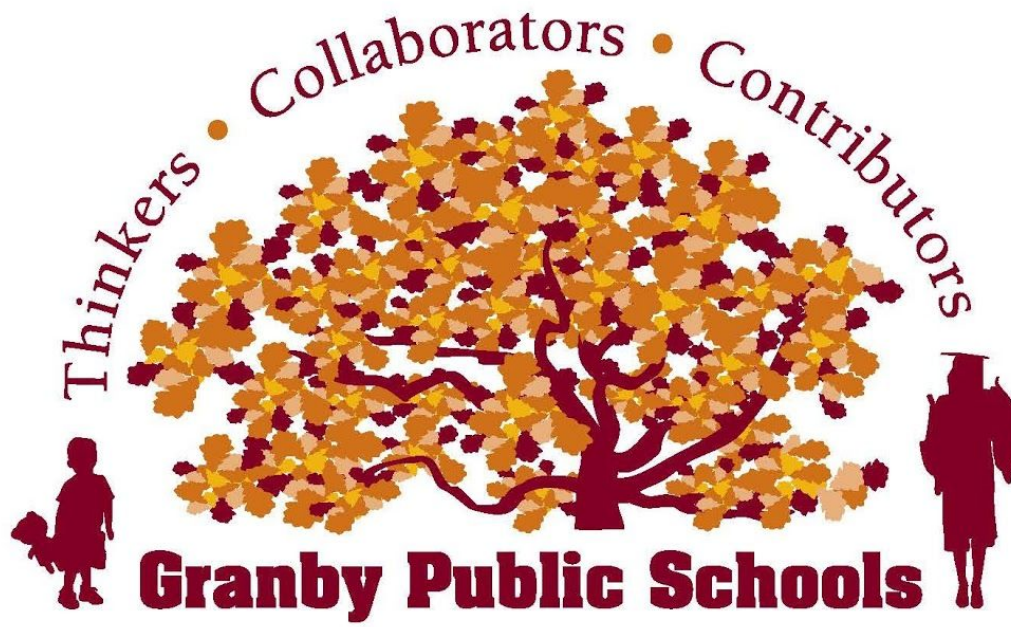
Engage school leadership team to reduce inconsistencies in formative assessment, homework, grading and communication

Evidence/Measurements

Rounds data, learning target exemplars, formative assessments

Coaching cycle data, Pre-AP outcomes

Improved practices, survey results



Granby Memorial High School

School Improvement Plan 2019-2020



Granby Public Schools

Vision, Mission, Achievement Goal, Learning Principles, Theory of Action



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Students will demonstrate powerful thinking by systemically solving problems through analyzing and synthesizing information and articulating/defending a position.

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- Contribute to the creation of a positive, safe and supportive learning environment that personalizes learning, celebrates growth and fosters risk-taking, collaboration, discourse, and questioning;
- Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting and applying meaningful and timely feedback;
- Have choices, engage in exploration and practice and demonstrate perseverance;
- Engage in authentic, real-world and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways;
- Build upon prior knowledge, make connections and transfer learning to new situations; and,
- Understand clearly defined learning objectives that represent big ideas and that teachers model and structure to foster independence.

Theory of Action:

We know teacher quality has the greatest impact on increasing student learning.

Therefore, if students are providing access to highly effective teachers who also develop caring responsive relationships, *AND* if the structures and culture of professional learning communities are used to support high expectations for student learning and improve instruction through the use of:

- standards-based curriculum,
- data driven decision making
- effective teaching strategies,
- ongoing monitoring, and
- flexible time for struggling learners,

THEN we will meet the needs of all learners and all students will achieve at high levels.

2014-2019 Board of Education Goals

The 2014-2019 five-year Board of Education goals to support the district's vision, mission and achievement goal:

1. *Provide a rigorous and diverse 21st Century Curriculum.*
2. *Invest in the professional capital of the staff.*
3. *Develop an operational plan that ensures continued success in an environment of declining enrollment.*
4. *Promote positive engagement and communication with the community.*
5. *Explore opportunities for alternative revenue sources.*
6. *Influence local and state educational policy.*

Granby Memorial High School

Vision, Mission & District Achievement Goal

Goal: *Improve systems and practices that maximize equitable opportunities for all students.*

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Enlist specific staff to recruit and support students in enrolling in and staying in college level courses	Counselors, School Leadership Team, OC Social Worker and Teachers	Fall prior to winter course enrollments	Time for meetings	Increase % of Hartford resident students in AP, ECE, CCP from 18/19 (22%) to 20/21
2. Engage School Leadership Team and faculty in experiences to explore equity (E3s) to develop equity-focused culture and work with CCSC Coach to develop measures	Granby Equity Team, School Leadership Team, Faculty, CCSC Coach	Fall, Winter, Spring	Granby Equity Team, CCSC Coaching, Leadership and Faculty Meetings	Measure TBD to gauge equity-focused culture
3. Implement revised SRBI protocols to build team capacity around responsive and restorative intervention, referral and progress-monitoring practices.	School Intervention Team (with CPS Core Team)	Ongoing	Meeting times, technical assistance	Improved SRBI practices and outcomes.
4. Enlist Bridges advisor/trainees, Advisory Team to plan activities to promote our Core Values, challenge bias, etc.	Advisory Team, Advisors	Ongoing	NCCJ Bridges, Meeting Time, Advisory supplies	Increased favorable Panorama student responses, Advisory updates
5. Establish Collaborative Action Teams to examine and recommend improvements to policies and practices regarding cell phone use and homework.	School leadership and Safe School Climate teams	Ongoing	Meeting times	Revised Cell Phone and Homework Policies

Granby Memorial High School

Student Achievement

Goal: *All students will meet our Learning Expectations (analyze complex texts, support arguments with evidence, revise work, persevere in problem-solving) as measured by departmental measures and an increase in the % of juniors meeting benchmark from 2019 PSAT to 2020 CT SAT.*

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Commit to departmental measures for specific Learning Expectations in accordance with NEASC recommendation	School Leadership Team	September and ongoing	School Leadership and Department Meeting time	Revised Learning Expectation measures and rubrics
2. Engage departments and PLC teams in using data protocols to track progress and commit to strategies to improve student performance in Learning Expectations Measures	Department leaders, coaches	September and ongoing	Meeting time (PLC, department, release)	PLC SMART Goal measures
3. Focus professional learning and supports around standards-based learning targets, close reading of complex texts and implementation of Pre-AP Curriculum	PLC teams, Literacy Coach, Principals	Ongoing	Meeting times, College Board resources	Decrease achievement gaps in students meeting college-readiness exam benchmarks in Literacy
4. Focus professional learning and supports on practices to promote growth in SAT Math (non-routine problems, question analysis, test taking strategies, opportunities for “productive struggle,” etc.)	Math and Business PLC Teams, Math Coach, Principals	Ongoing	Meeting times	Decrease achievement gaps in students meeting college-readiness exam benchmarks in Math
5. Train teachers in facilitating student dialogue over controversies, acknowledging others’ views, etc.	School Leadership Team, Teachers	Ongoing	Meeting time, resources	Improved practices

Granby Memorial High School

Instruction

Goal: *Use formative assessments of clear learning targets to adjust instruction.*

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Focus rounds and learning walks around problem of practice to develop teacher capacity to use formative assessments of clear learning targets to adjust instruction	Principal, School Leadership Team	Fall, winter and spring rounds/walks	Meeting time	Rounds data, formative assessments, improvements for “My colleagues develop differentiated instruction to meet the needs of all students”
2. Focus feedback to teachers on clarity of learning targets and formative assessments	Administrators and Department Heads	Ongoing	Meeting time	TEP outcomes
3. Support student-centered coaching to develop the capacity of teachers and teams to align growth to standards and support 9th grade Pre-AP teachers	Coaches, Administrators, Assistant Superintendent	Ongoing	Meeting time, coaching schedule	Coaching cycle data
4. Develop teacher/team capacity to set standards-based learning targets	Coaches, CAS/department leaders, PLC teams, Administrators	Ongoing	Coaching schedule and resources, meeting protocols	Learning Target exemplars, improvements for “My teachers explain to us why we are learning something”
5. Engage leadership team in addressing NEASC-highlighted need to reduce inconsistencies in formative assessment, homework, feedback, communication with families	School Leadership Team	November to April	Meeting time, coverage	Improved protocols and practices, survey results

Instructions to Complete the Connecticut State Department of Education (CSDE)

Authorized Signatures Change Form

The **ED-099 Agreement for Child Nutrition Programs** is the formal agreement between a sponsoring organization and the CSDE to operate one or more of the U.S. Department of Agriculture (USDA) Child Nutrition Programs. When the sponsoring organization's *Agreement* was approved, two originals were signed by the sponsoring organization and the CSDE. One original was returned to the sponsoring organization.

Page 4 of the Agreement designates representatives authorized to enter into an agreement with the CSDE and to sign the claim for reimbursement. The Agreement is permanent and amended as changes occur. The CSDE recognizes that one or both of the authorized signers will change periodically. **The Authorized Signatures Change Form must be executed whenever one of the two authorized signers changes.** Claims for reimbursement are valid only when signed by authorized signers on file with the CSDE. Board action must occur to make changes to authorized signers so that claims can be signed and submitted, and reimbursement delays are avoided.

- **Date** of the board meeting is when the governing body of the sponsoring organization took action to change one or both of the authorized signers.
- **Signature 1** is the designated representative authorized to sign the Agreement for Child Nutrition Programs and to sign claims for reimbursement. The person is head of the governing body, e.g. the chief officer elected or appointed to assume legal responsibility for the organization (superintendent of schools, mayor, selectman, corporate president, chairperson of the board, pastor, or commissioner).
- **Signature 2** is authorized only to sign the claims for reimbursement in the absence or incapacity of the first designated individual (assistant superintendent, business official, principal, headmaster, city or town manager, executive director, or deputy commissioner).
- **Signature 3** certifies the board action and is not authorized to sign the claim. This must be a different person from signatures 1 and 2 (secretary of the board, town clerk, or secretary of the corporation).

Mail the original signed and dated Authorized Signature Change Form to:



Connecticut State Department of Education
Bureau of Health/Nutrition, Family Services and Adult Education
Child Nutrition Programs
450 Columbus Boulevard, Suite 504
Hartford, CT 06103-1841

Questions may be directed to the CSDE's Child Nutrition Programs staff. For more information, see the CSDE's handout, *Child Nutrition Staff and Responsibilities*.

This document is available at <https://portal.ct.gov/-/media/SDE/Nutrition/NSLP/Forms/SignatureChangeInstructions.pdf>.
The form is available at <https://portal.ct.gov/-/media/SDE/Nutrition/NSLP/Forms/SignatureChange.pdf>.



Connecticut State Department of Education
Bureau of Health/Nutrition, Family
Services and Adult Education
Child Nutrition Programs
450 Columbus Boulevard, Suite 504
Hartford, CT 06103-1841

FOR STATE USE ONLY	
Effective Date:	_____
AGREEMENT NUMBERS:	
School Programs	_____
Child Day Care Centers	_____
Adult Day Care Centers	_____
Day Care Homes	_____
Summer Food Service	_____

Authorized Signatures Change Form

Read the *Instructions to Complete the Authorized Signatures Change Form* before completing the form. Return this form to the CSDE Child Nutrition Programs at the address above.

This is to certify that on October 2, 2019, as shown in the minutes of
Date

Granby Board of Education Meeting
Name of Corporation, Board of Education or Governing Body

the following action was taken to revise the Authorized Signers of the **ED-099 Agreement for Child Nutrition Programs**.

1. The person designated below is authorized to sign this agreement and to sign claims for reimbursement.

Signature Mark L. Winzler
Printed Name
Interim Superintendent of Schools
Title (superintendent of schools, mayor, selectman, president or chairperson of the board, pastor, or commissioner)

Date

2. In the absence or incapacity of the first designated individual, the second person designated below is authorized to sign claims for reimbursement.

Signature Anna M. Robbins
Printed Name
Business Manager
Title (assistant superintendent, business official, principal, headmaster, city or town manager, executive director, or deputy commissioner)

Date

3. The signature below certifies the above action.

Signature Rosemarie Weber
Title (Secretary of Corporation, Town Clerk, Secretary of the Board)
Secretary of the Board
Title (Secretary of Corporation, Town Clerk, Secretary of the Board)

This form is available at <https://portal.ct.gov/-/media/SDE/Nutrition/NSLP/Forms/SignatureChange.pdf>. The instructions are available at <https://portal.ct.gov/-/media/SDE/Nutrition/NSLP/Forms/SignatureChangeInstructions.pdf>.

**Finance Subcommittee Meeting – Approved Minutes
June 19, 2019, 5:30 p.m.**

Attendance:

Jenny Emery	Present	Alan Addley	Present
Mark Fiorentino	Present	Anna Robbins	Present
Brandon Webster	Via Telephone		
Melissa Migliaccio	Present		

Meeting commenced at 5:38 p.m.

Meeting adjourned at 6:50 p.m.

1. Public Comment: N/A
2. Approve Minutes from the May 15, 2019 Meeting: Brandon moved, and Jenny seconded, approval of the minutes. Passed unanimously.
3. May Statement of Accounts: Anna reported that the overall deficit is down to \$346,000 from last month's \$371,000. This compares with \$950,000 more from the state, than budgeted, which is accounted for by the Town. The process to get approval from the BOS and BOF to cover this special education-related deficit will be finalized. It was noted that, with the passage of the bond referendums, the special appropriation related to the Middle School gutters (part of the roof replacement) is now moot.
4. Update on End-of-Year Spending: The Committee has asked the Administration to keep the end-of-year project list up-to-date, even without any surplus to allocate, and this list was reviewed, with no surprises. Mark asked that consideration be given to whether a "warning track" for the baseball field would be advisable.
5. YMCA: Alan reported that he had been in discussions with Brian Liss at the YMCA regarding the development of before-and-after school childcare programs at the schools. The Y remains very interested, even though the change in school start times (which had been the catalyst for the discussions) is not being pursued. Alan advised that the Curriculum Subcommittee wanted more thoughtfulness put into this possible program, and at this point it should await the new Superintendent.
6. Banking Authorizations: Mark Winzler has had all the paperwork completed to serve as the Interim Superintendent.
7. Other: Also reviewed a few things that we should not lose sight of after his departure:
 1. There is need for a new health benefits consultant RFP, which is controlled by the Town. It is hoped this process will unfold in the fall of 2019, so the consultant is fully on board for 2020-21 budgeting.
 2. Building committees need to be formed for both school referendum projects, and this is controlled by the BOS. The State DAS requires involvement by the BOE in these committees as a pre-requisite. This needs to move forward quickly.
 3. The High School oil tank removal went smoothly, and the Middle School oil tank monitoring is completed.

Brandon moved, and Jenny seconded, adjournment at 6:50 p.m.



UPCOMING DISTRICT EVENTS

October 2	Curriculum Subcommittee Meeting Board of Education Meeting	5:30 p.m. 7:00 p.m.	Central Services Town Hall Meeting Room
October 2	Financial Aid Night	6:30 p.m.	HS Auditorium
October 3	French Exchange Host Family Meeting	6:30-7:00 p.m.	High School, Room 2118
October 9	No School – Holiday		
October 14	No School – Holiday		
October 15	No School – Professional Development		
October 16	MS PAC Meeting	8:30 a.m.	MS Media Center
October 16	Finance Subcommittee Meeting Board of Education Meeting	5:30 p.m. 7:00 p.m.	Central Services Town Hall Meeting Room
October 18	Homecoming Dance	7-10 p.m.	HS Community Gym
October 19	PTO Jog-a-Thon	9 a.m.-3 p.m.	Kelly Lane Grounds
October 21	Better World Book Club	6:15-7:15 p.m.	HS Media Center
October 22	Blood Drive	7:30 a.m.-1 p.m.	HS Community Gym
October 22	NHS Induction Ceremony	6:00 p.m.	HS Auditorium
October 23	College Fair	1:00 p.m.	Community Gym
November 5	No School – Professional Development		
November 6	Curriculum Subcommittee Meeting Board of Education Meeting	5:30 p.m. 7:00 p.m.	Central Services Town Hall Meeting Room
November 8-10	HS Drama Play, <i>“James and the Giant Peach”</i>	11/8 – 7 p.m. 11/9 – 7 p.m. 11/10 – 3 p.m.	HS Auditorium