

**Regular Board of Education Meeting  
Wednesday, November 6, 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. Board Member Announcements (5 min.)**

**C. 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.

**D. Teaching & Learning (15 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:**

Teaching and Learning - Instructional Rounds

4

**Rationale:**

Mr. Christopher Tranberg, Assistant Superintendent, will present on the process of Instructional Rounds. This vertical collaboration brings together administrators and teachers across the schools to support instructional improvement.

**II. Public Comment**

**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 10-16-19

11

Approved Minutes 10-30-19

15

**Rationale:** The Board will approve/amend the minutes of the October 16, 2019 Board of Education Meeting and October 30, 2019 Special Board of Education Meeting.

**IV. Old Business**

**A. Second Reading of Policy 6111 - Calendar (5 min.)**

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

**Attachments:**

Revised Policy 6111 - Calendar (Revised Oct. 2019) 16

**Rationale:** The Curriculum/Policy/Technology/Communications Subcommittee recommends Policy 6111, Calendar, to the Board for a second reading.

## V. New Business

### A. Elementary 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:**

Wells Road 2019-20 SIP Presentation	17
Wells Road 2019-20 SIP	22
Kelly Lane 2019-2020 SIP Presentation	28
Kelly Lane 2019-20 SIP	33

**Rationale:** Ms. Pauline Greer, Principal of Wells Road Intermediate School, and Ms. Kimberly Dessert, Principal of Kelly Lane Primary School, will present their respective School Improvement Plans to the Board.

## 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.*

### 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

**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:**

Calendar of Events 38

**D. Action Items**

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

# Teaching & Learning Instructional Rounds



November 6, 2019

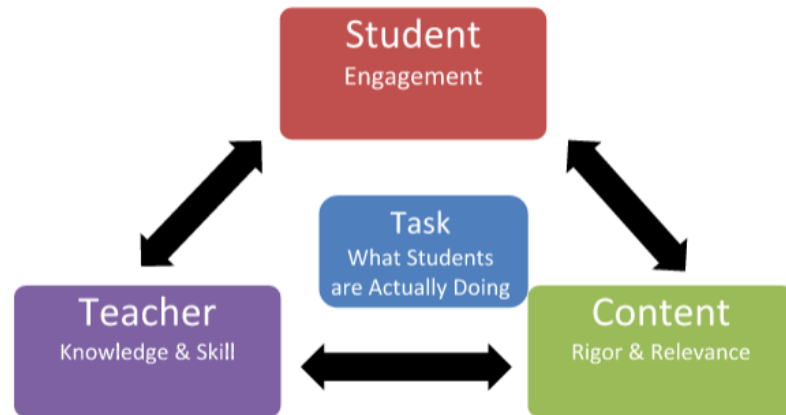
# Instructional Core “Look Fors”

What are the students doing? What are the students saying? How are they interacting?

In what content are students exposed/engaged? What is the nature of the content?

What is the teacher doing?  
What is the teacher saying?  
With whom?

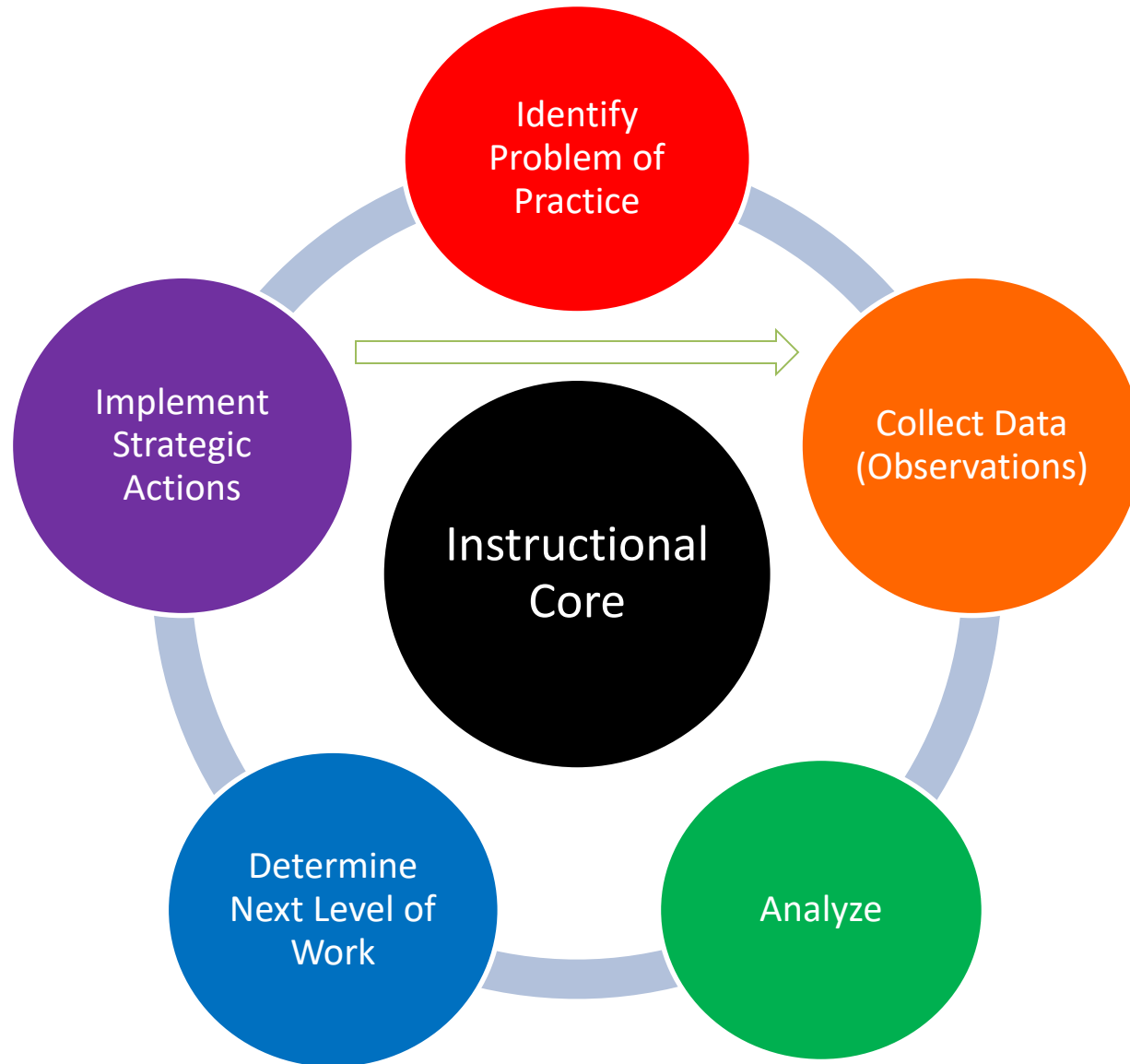
## The Instructional Core



Modified from  
City, Elizabeth, et al. *Instructional Rounds in Education*,  
2010

What is the activity students are asked to complete / accomplish in order to learn the content?

# Process at a Glance

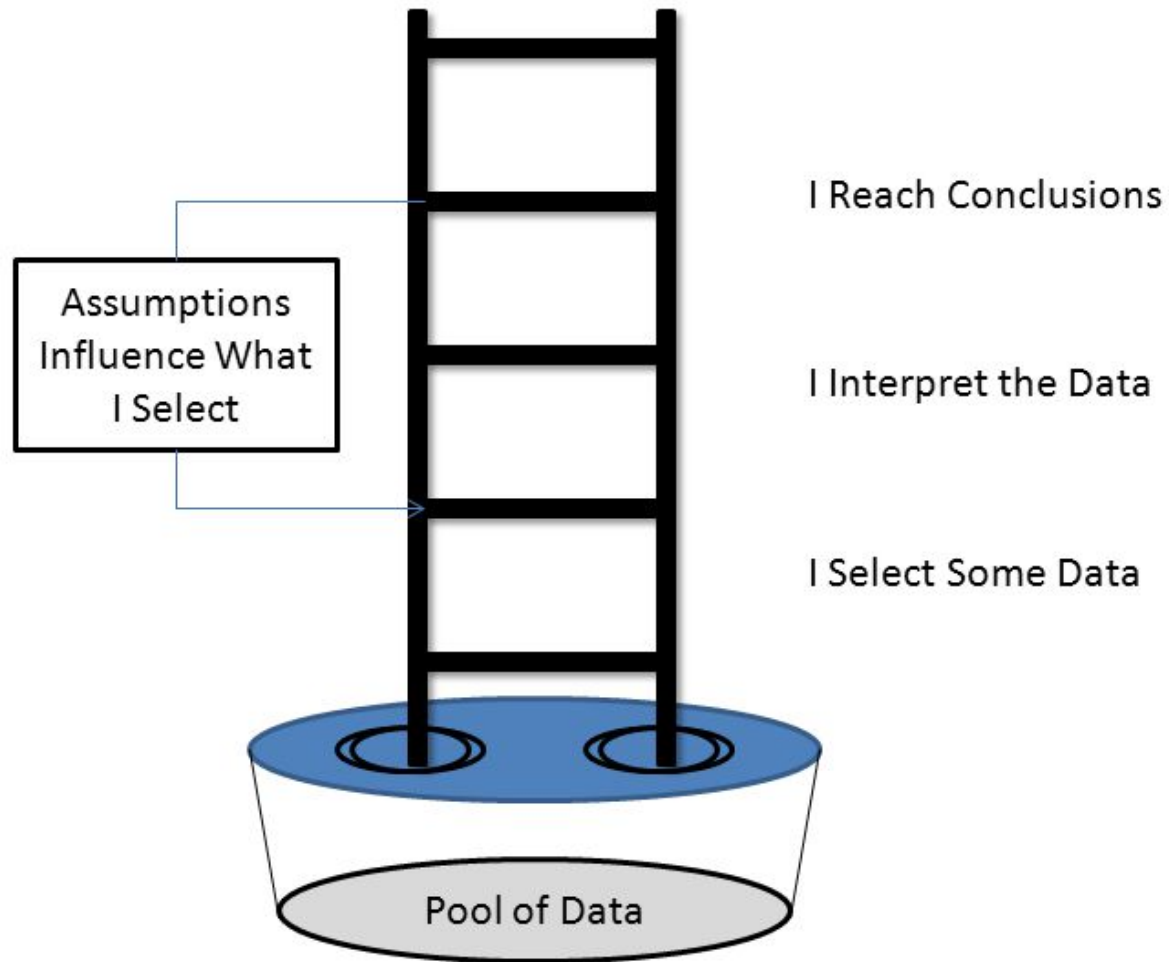


# Theory of Action and Problem of Practice

- **Theory of Action:** When students clearly articulate what they are learning and why, they will actively engage, take ownership, and set goals to achieve what they need to know and be able to do.
- **Problem of Practice:** Are students able to articulate what they are learning and why they are learning it?



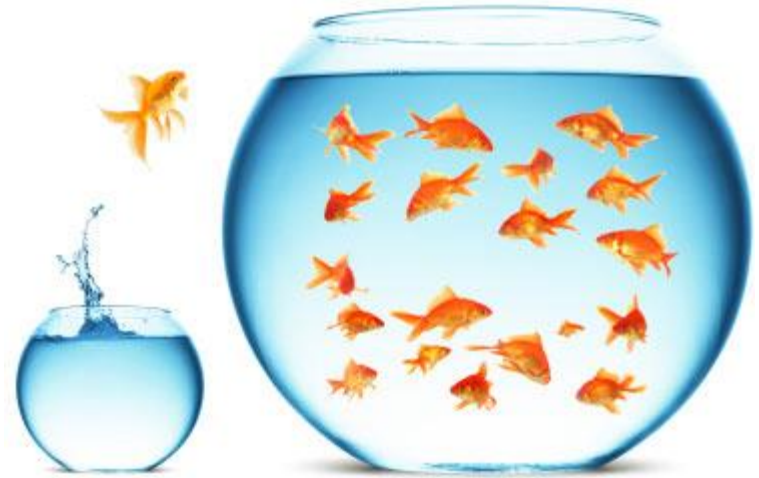
# The Ladder of Inference



Source: Proprietary intellectual property of Monitor Group. Chris Argyris, Partner of Monitor Group.

# Analysis and Recent Work

Swim in your own bowl  
before you swim with the  
group.



Handwritten notes and diagrams illustrating educational concepts:

- Formative Assessment**: A grid of sticky notes.
- Differentiated Instruction**: A diagram with 'S' at the top and 'T' at the bottom, connected by a vertical line with arrows.
- Choice**: A cloud labeled 'None' with sticky notes below it.
- Feedback**: A diagram with 'T → S' and 'S → S'.
- Formative Assessment** (top): A circular diagram with many sticky notes.
- Differentiated Inst**: A diagram with many sticky notes.
- diff instruction**: A diagram with a triangle and many sticky notes.
- Formative Assessment** (right): A diagram with many sticky notes.
- Table**: A table with columns 'Team', 'Obj', 'Formative', and 'Differentiate'.

Team	Obj	Formative	Differentiate
1	no		
2	yes		
3	no		
4	yes		

# Questions



**Regular Board of Education Meeting – Approved Minutes**  
**October 16, 2019, 7:00 p.m.**  
**Town Hall Meeting Room**

Present Board Members: Mark Fiorentino; Lynn Guelzow, Melissa Migliaccio, Sarah Thrall, Rosemarie Weber, and Dwaritha Ramesh (arrived at 7:12) and Jack DeGray (Student Representatives).

Absent Board Members: Jenny Emery and Brandon Webster

Melissa Migliaccio called the meeting to order at 7:00 p.m.

**I. Administrative Reports**

**I.A. Superintendent's Announcements**

- Mark Winzler, Interim Superintendent, welcomed Ms. Denise Marti, Middle School F&CS Teacher, as well as some of her students who were in attendance to present to the Board this evening.
- Professional development for teachers took place in the district yesterday and focused on self-care and wellness.
- Budget meetings began today with Wells Road and will continue the next few weeks.
- The high school vestibule project began on schedule last week and is going well.
- Work on the middle school roof continues and it is expected to have all roof panels up by the end of October and then finish trim work to follow.
- 6<sup>th</sup> grade students will be going to the Science Museum in Boston tomorrow.
- The PTO Jog-a-Thon will be held this Saturday, October 19<sup>th</sup>, on the Kelly Lane grounds.
- Congratulations to Caroline Hall, 8<sup>th</sup> grader, and to Lizzy Cappelli, Senior, who were chosen as the Farmington Valley Superintendents' Association award winners. They will be recognized at a luncheon on November 8<sup>th</sup>.
- The district will be removing the "after 6 p.m. ban" on activities effective Monday, October 21<sup>st</sup>. Despite the fact there has been no killing frost, the risk is extremely low and the district will ensure people to take necessary precautions.
- There will be no school on Tuesday, November 5<sup>th</sup> for professional development.
- Sent out communication to all parents and staff for when/if there is a need to delay school, there will be a 2-hour delay vs. a 90-minute delay. The decision was made for the following reasons: 1) A half hour makes a difference 2) Staff traveling into Granby from other towns; and, 3) Harford and Hartland students always have 2-hour delays and it is an inequity to those students.
- The next Board Meeting will be held on November 6<sup>th</sup>.

**I.B. Student Representative Reports**

- Students took the PSATs at the high school today.
- The homecoming dance will be held this Friday from 7-10 p.m.
- The DECA Fall Leadership Conference will be held next week on October 22<sup>nd</sup>.
- A blood drive will be held on October 22<sup>nd</sup> in the Community Gym.
- The NHS Induction Ceremony will be held at 6:00 p.m. on October 22<sup>nd</sup>.
- Model UN trip to NYC will be held on Thursday, October 24<sup>th</sup>.
- NHS will hold a bake sale on October 26<sup>th</sup>, 10-2 p.m. in front of Geissler's to benefit Empty Bowls.
- The fall coffeehouse has been rescheduled to Saturday, November 23<sup>rd</sup> due to a conflict with a football game.
- The last opportunity to take SATs will be on Saturday, November 2<sup>nd</sup>.
- Sports report: Girls' Field Hockey is undefeated with 8-0 record and next game is Friday at home vs. Conard; girls' soccer 10-0 record and game held today @ HMTCA; girls' volleyball 9-3 record and game home today vs. Ellington; next meet for cross country is the NCCC Championship tomorrow at Bolton; boys' soccer 8-1-1 record and game held today vs. HMTCA; and football has a 4-1 record and their next game is 10/25 at home vs. Windsor Locks/Suffield/East Granby Co-op.

Melissa Migliaccio commented on the Hartford Courant article featuring Senior Lizzy Cappelli.

### **I.C. Business Manager's Report**

Ms. Anna Robbins, Business Manager, presented the September statement of accounts and stated as of September 30<sup>th</sup> the BOE shows a negative forecast of \$197K. Special education expenditures are projected to be unfavorable \$321K. Regular education expenditures are projected to be favorable \$124K. During the budgeting process, the BOE projects expenditures for out-of-district placements and personnel needs known at that time. Spending in the regular education category is on target. Salaries and benefits represent 76% of the budget and are slightly favorable. Natural gas is projected to be over budget but is offset in a projected savings in electricity. Excess cost funding from the state is expected to be lower than budgeted. Although out-of-district costs for special education are higher than budgeted, fewer students are meeting the stop/loss limits. The remaining revenue items expected to meet budget at this time.

### **I.D. Schools in the Spotlight**

Ms. Denise Marti, Family & Consumer Science Teacher at the Middle School, and some of her students shared how they use healthy food choices as well as what they have learned from Junior Achievement to become wise consumers. Ms. Henneberry introduced Ms. Marti to the Board and stated she has done a great job in shifting the program. Ms. Marti stated the main areas covered are financial literacy, nutrition and food preparation and that students love the cooking days. Students informed the Board how they have learned to be wise consumers and make good decisions. They also learned about different advertising techniques. Eighth grade students spoke about the Junior Achievement (JA) Program and stated JA comes every Friday for 6 weeks and every year there are different focuses. This year's focus for Grade 6 is preparing students for the working world; Grade 7 will be applying entrepreneurial skills; and Grade 8 will focus on personal finance and identifying education and career goals based on skills, interests and values. Seventh grade students have the opportunity to make healthy pumpkin muffins and made some to share with the Board.

## **II. Public Comment**

Todd Klein, Strawberry Fields Road, Granby, informed the Board that many middle school dances are scheduled on the same night as football games and requested that more coordination with the middle school dances and Friday night home football games be considered going forward.

Kim Becker, 149 Loomis Street, North Granby, stated she appreciates all of the work put into the community and the schools and that the superintendent search is the most important thing that the BOE will do for the community. She stated selecting a new superintendent who is curriculum-focused, all about program evaluation and developing the "kids can" culture in Granby. She stated the BOE's work in finding the right superintendent is going to be the turning point. Ms. Becker closed by stating again her appreciation for the work put forth into finding the right person who has our academic interests at heart.

## **III. Consent Agenda**

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

A motion was made by Rosemarie Weber and seconded by Sarah Thrall to adopt the consent agenda. This motion passed unanimously at 7:26 p.m.

## **IV. Old Business**

There was no Old Business to report.

## **V. New Business**

### **V.A. First Reading of Policy 6111 - Calendar**

The Curriculum/Policy/Technology/Communications Subcommittee recommended Policy 6111, Calendar, to the Board for a first reading. The changes in this policy reflect a change in the state statute and gives districts more latitude with the date for graduation. This policy will go to the Board for a second reading at the next meeting.

## **V.B. Annual District Testing Report**

Mr. Christopher Tranberg, Assistant Superintendent, presented the Annual District Testing Report to the Board and informed the Board this is a more in-depth report compared to what the equity report showed at the last meeting. The first category presented was the smarter balanced testing for ELA. Mr. Tranberg stated there was cohort growth across all grades and average performance grew from 73.5 to 76. In Math, there is a disparity between the Math and ELA scores as they are the same group of students. Mr. Tranberg stated there is a lot of work to do with the curriculum and the average performance year-to-year is consistent where other districts within our DRG have made some improvements. AP participation rates were presented and there is consistent performance with graduating students taking at least one AP exam. Lynn Guelzow inquired if there are courses notable for their pass rate. Mr. Tranberg stated there are not high pass rates in the social studies area; however, there are high pass rates for AP Calculus BC. Mr. Tranberg stated he can send a breakdown of the pass rates to Lynn Guelzow. SAT CT Test Day for the class of 2019 was presented and 11<sup>th</sup> grade students scored consistently over 1100 and 84.8% of students were at goal in ELA. Mr. Tranberg reviewed some strategic actions for ELA and Math as follows: 1) Implementation of new and revised curriculum for ELA and begin curriculum revisions for math; 2) Align school improvement plans with strategic actions; 3) implement SRBI and PLC recommendations from collaborative action teams; 4) improve vertical articulation of curriculum with a math focus and connection to standards; 5) Refine practices with student-centered coaching model; 6) Incorporate Granby Equity Team recommendations; 7) Revisit universal screening tools; and, 8) Continue to develop enrichment programming in Grades 3-8. Sarah Thrall commented that many parents may not understand the math students are doing and Mr. Tranberg stated this was discussed today that perhaps some instructional videos could be made for parents. Mr. Fiorentino inquired if the fact that middle school students are taking Algebra and this content is not on the test could be investigated. Melissa Migliaccio inquired if Mr. Tranberg could make two recommendations about math, what would he advise the Board that he would like to see. Mr. Tranberg stated that he would like to see priorities for the general education portion of the budget but his two recommendations would be as follows: 1) To hire an interventionist at Wells Road for math; and, 2) Provide resources to support teachers in the classroom for all students. The Board inquired how long would it be before results are seen from the revisions in curriculum. Mr. Tranberg stated the next math revision is this coming June through next June. He stated the Board should expect to see an improvement in next year's scores due to working with resources already in place and Tier I interventions. Mark Winzler stated unless you have interventionists who can work with students who need help in math, you will not see improvements. Mr. Tranberg stated that looking at the great spots is a great way to work on what needs to be worked on and not to work from a deficit model. Lynn Guelzow inquired if the district is giving enough PLC time to teachers to share what is working for them. Mr. Tranberg stated teachers have approximately 7 hours per week of collaboration time. Mark Fiorentino stated he would like to see a goal next year and have the report speak to how that goal was or was not achieved. Melissa Migliaccio thanked Mr. Tranberg for delivering the results in a way that is understandable and that he is always prepared.

## **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**

Mark Fiorentino reported this subcommittee met this evening to discuss the statement of accounts and had a brief conversation of where the district is with large capital projects.

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

#### **VI.B.1. CREC/CABE**

Mark Fiorentino reported CREC met today and reminded the Board that the legislative breakfast is scheduled for February 20<sup>th</sup>.

### **VI.B.2. Granby Education Foundation**

Jenny Emery was not present to report on GEF; however, Melissa Migliaccio stated the Board is still actively looking for a BOE liaison to serve on the GEF Board.

### **VI.C. Calendar of Events**

Melissa Migliaccio stated the calendar of events is self-explanatory and to go to events if you can. Mark Fiorentino will be attending the NHS induction ceremony on behalf of the Board. There is no school on November 5<sup>th</sup> for professional development. Dwaritha reiterated that the fall coffeehouse has been moved to Saturday, November 23<sup>rd</sup>.

### **VI.D. Board Member Announcements**

There were no Board member announcements this evening.

### **VI.E. Action Items**

1) AP test score breakdown by course

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

There was no need for an Executive Session/Non-Meeting this evening. A motion was made by Rosemarie Weber and seconded by Lynn Guelzow to adjourn the meeting. This motion passed unanimously at 8:25 p.m.

Respectfully submitted,

Rosemarie Weber  
Board Secretary

**Special Board of Education Meeting – Approved Minutes**  
**October 30, 2019, 6:00 p.m.**  
**Central Services**

Present Board Members: Jenny Emery, Mark Fiorentino, Lynn Guelzow, Melissa Migliaccio, Sarah Thrall, Rosemarie Weber, and Brandon Webster.

Absent Board Members: There were no absent Board Members.

**I. Call to Order**

Melissa Migliaccio called the meeting to order at 6:01 p.m.

**II. Executive Session**

A motion was made by Lynn Guelzow and seconded by Jenny Emery for the Board to enter into an Executive Session to discuss the employment contract of a new Superintendent of Schools. This motion passed unanimously at 6:02 p.m.

A motion was made by Jenny Emery and seconded by Rosemarie Weber to return to regular session. This motion passed unanimously at 6:03 p.m.

**III. Appointment of Superintendent of Schools**

The Board discussed the appointment of the new Superintendent of Granby Public Schools. A motion was made by Lynn Guelzow and seconded by Sarah Thrall that pursuant to Connecticut General Statutes Section 10-157, the Board of Education hereby elects Dr. Jordan E. Grossman to serve as Superintendent of Schools for the Granby Public Schools for a term of three years, January 1, 2020 to January 1, 2023 and further moved that the Board hereby authorizes its Chair to execute on its behalf the related contract of employment with Dr. Grossman as previously reviewed by the Board. This motion passed unanimously at 6:04 p.m.

Dr. Grossman thanked the Board for their support and the welcome he received yesterday. He stated knowing he has Board who will give him support with his team will benefit the children and families in Granby. He also thanked his administrative team who attended this evening and stated he is very excited to work with the Board and everyone for years to come.

Melissa Migliaccio stated the Board is thrilled to welcome Dr. Grossman to Granby and Jenny Emery stated she had the pleasure of accompanying him on his visit yesterday and it was great to see the excitement in all of the schools.

**IV. Adjournment**

A motion was made by Rosemarie Weber and seconded by Brandon Webster to adjourn the meeting. This motion passed unanimously at 6:09 p.m.

Respectfully submitted,

Rosemarie Weber  
Board Secretary

## **Instruction**

### **School Calendar**

No later than its first regular May meeting, the Board of Education shall adopt the school calendar for the ensuing school year. The Superintendent shall submit a two year proposed calendar to the Board in advance of the meeting.

The Board of Education may establish for any school year a firm high school graduation date which is no earlier than the one hundred eightieth day noted in the school calendar originally adopted by the Board for that school year.

Legal Reference:        Connecticut General Statutes  
                                 1-4 Days designated as legal holidays  
                                 10-15 Towns to maintain schools, as amended by PA 11-85, An Act  
                                 Concerning the Achievement Gap.  
                                 10-29a Certain days to be proclaimed by governor. Distribution and number  
                                 of proclamations.  
                                 10-261 Definitions.

**Policy Adopted: 9/3/97**  
**Revisions Adopted: 8/22/01**  
**Revisions Adopted:**

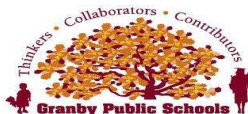
**GRANBY PUBLIC SCHOOLS**  
**Granby, CT**



Wells Road Intermediate School

School Improvement Plan

2019-2020



# Granby Public Schools

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



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

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

## Achievement Goal:

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

## Learning Principles:

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

Students learn best when teachers provide opportunities for them to:

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

## Theory of Action:

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

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

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

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

## 2014-2019 Board of Education Goals

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

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

# Vision, Mission and District Achievement

Goal: To enhance the school culture by focusing on building positive relationships between staff, students and families.

## Action Steps

Enhance and use Collaborative Problem Solving practice

Increase adult supervision on the playground

Share and discuss data from Minute Meetings with a specific focus on students who report “no friends” and “no trusted adult” at school

Review and revise the schoolwide positive behavior system

## Evidence/Measurements

Assessment of Lagging Skills and Unsolved Problems (ALSUP) and Plan B sheet

Office referral data during lunch/recess waves

100% of students report at least one friend and name one “trusted adult” in the building

Reduction in negative and aggressive student behaviors

# Student Achievement

Goal: All 3<sup>rd</sup> grade students will increase literacy and numeracy as measured by STAR reading and math, BAS assessment and Calkins writing. The average growth target (ELA and Math combined) for 4<sup>th</sup> and 5<sup>th</sup> grade students will increase from 77% to 80% as measured by SBAC 2020.

## Action Steps

Use tiered intervention (SRBI) to support student learning needs.

Co-create goals with students using progressions, checklists and rubrics to understand their strengths and instructional needs to access the next level.

Increase use of math strategies' progression (concrete-representational-abstract)

## Evidence/Measurements

SIT Data

Data sources:

- Benchmark Assessment System (BAS)
- Calkins writing rubric
- SBAC
- STAR reading/math reports
- Math unit assessments

# Instruction

Goal: **Teachers will increase opportunities for students to take ownership of their learning to enhance engagement and independence.**

## Action Steps

Use feedback from Instructional Rounds to strengthen instructional strategies

Provide students with specific and actionable feedback (including repertoire of strategies for improvement)

Enhance instruction to include authentic audience and purpose to increase engagement, choice and stamina

Anchor math instruction with a standards focus

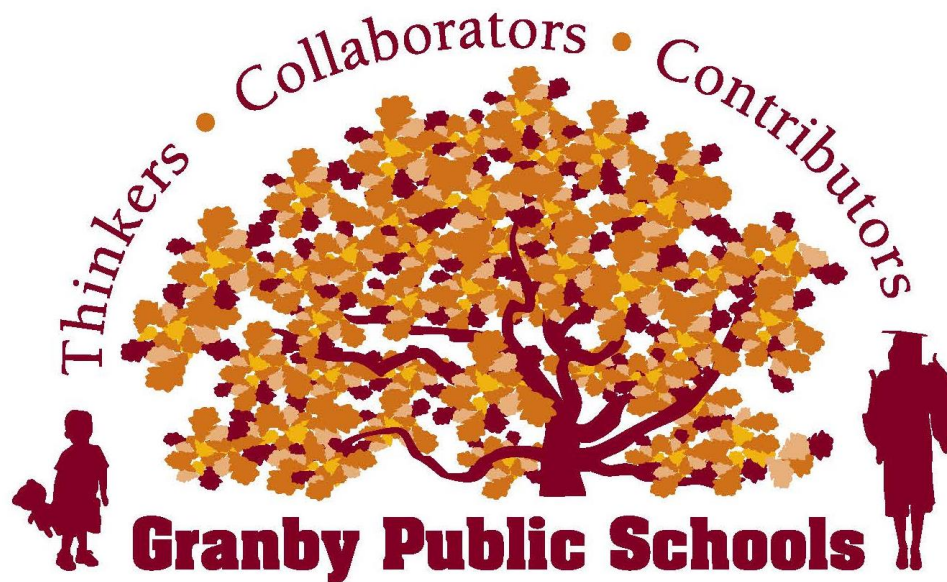
## Evidence/Measurements

Lessons/instruction including clear learning targets, personalized student learning goals, and interactive notebooks

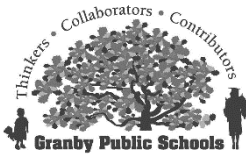
Student made learning goals and self-reflection responses

Increased student growth and/or proficiency on District and State assessments

Granby Educator Growth Continuum- Focus Area 1.3



Wells Road Intermediate School  
School Improvement Plan  
2019-2020



## Granby Public Schools

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



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

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

#### **Achievement Goal:**

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

#### **Learning Principles:**

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

#### **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:

- Provide a rigorous and diverse 21<sup>st</sup> Century Curriculum.
- Invest in the professional capital of the staff.
- Develop an operational plan that ensures continued success in an environment of declining enrollment.
- Promote positive engagement and communication with the community.
- Explore opportunities for alternative revenue sources.
- Influence local and state educational policy.

Wells Road Intermediate School

**Vision, Mission & District Achievement Goal**

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;

Goal:

To enhance the school culture by focusing on building positive relationships between staff, students and families.

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
Enhance Collaborative and Proactive Solutions procedures	Core Team (CPS)	Bi-weekly meetings (B Days) October-June)	CPS materials including: <ul style="list-style-type: none"> <li>• ALSUP</li> <li>• Plan B</li> </ul>	Assessment of Lagging Skills and Unsolved Problems (ALSUP) and Plan B sheet
Increase adult supervision on the playground	Principal (to hire)	Daily- school year	<ul style="list-style-type: none"> <li>• Lunch/Recess TA (3)</li> <li>• Teachers</li> </ul>	Office referral data during lunch/recess waves
Implement consistent Morning Meeting	Classroom teachers	Daily- school year	<ul style="list-style-type: none"> <li>• Responsive Classroom- <u>The Morning Meeting Book</u></li> <li>• Schedule to ensure start time of 8:30.</li> </ul>	<ul style="list-style-type: none"> <li>• Granby Educator Growth Continuum- Focus Area 1.1 and 1.2</li> <li>• Classroom observation</li> </ul>
Implement consistent Second Step Curriculum	Classroom teachers	Weekly- school year	Second Step Program materials	Student use of 2nd Step Strategies (clam down, problem solving, empathy, etc.)
Share and discuss data from Minute Meetings with a specific focus on students who report "no friends" and "no trusted adult" at school	<ul style="list-style-type: none"> <li>• School psychologist</li> <li>• Staff</li> </ul>	September-October for whole school. (At risk students December, March and May)	Minute Meeting Survey (iPad)	100% of students report at least one friend and name at least one "trusted adult" in the building
Review, revise and implement a schoolwide positive behavior system	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Leadership Team</li> <li>• Faculty</li> </ul>	School year	TBD based on system	Reduction in referrals
Increase school-family communication	Teachers	School year	Time to make calls and email	Positive phone calls home, District website, Weekly Eblasts

Wells Road Intermediate School

**Student Achievement**

**Goal:**

**All 3<sup>rd</sup> grade students will increase literacy and numeracy achievement as measured by STAR reading and math, BAS reading, Calkins writing and SBAC 2020 performance. All students in grades 4 and 5 will meet at least 75% of their growth target in ELA and Math as measured by SBAC 2020.**

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
Use tiered intervention (SRBI) to support student learning needs	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Interventionist</li> <li>• Student Intervention Team (SIT)</li> </ul>	School year	<ul style="list-style-type: none"> <li>• Time for SIT meeting</li> <li>• SRBI 2.0 Handbook</li> </ul>	SIT Data
Increase use of coaches (math and literacy) to work with general and special education teachers to examine student work and identify next steps for instruction	<ul style="list-style-type: none"> <li>• Classroom teachers/PLC teams</li> <li>• Instructional coaches</li> </ul>	School year/ PLC- weekly meetings	ELA instructional coach	Data sources: <ul style="list-style-type: none"> <li>• BAS</li> <li>• Calkins writing rubric</li> <li>• SBAC</li> <li>• STAR reading/math reports</li> </ul>
Co-create goals with students to understand their strengths and instructional needs to access the next level	Teachers	School year	<ul style="list-style-type: none"> <li>• Literacy Continuum</li> <li>• STAR instructional reports</li> <li>• Instructional coaches</li> <li>• Literacy consultant</li> </ul>	<ul style="list-style-type: none"> <li>• Math unit assessments</li> </ul>
Plan and conduct guided reading and strategy groups to increase comprehension and build vocabulary	Reading teachers	School year	<ul style="list-style-type: none"> <li>• STAR instructional reports</li> <li>• Instructional coaches</li> </ul>	
Consistent use of running records (including analysis m-s-v) as part of reading assessment data and goal setting	Reading teachers	Approximately twice a month- based on student need.	<ul style="list-style-type: none"> <li>• ELA instructional coach</li> <li>• Running Records</li> </ul>	

Wells Road Intermediate School

Increase use of math strategies' progression (concrete-representational-abstract)	<ul style="list-style-type: none"><li>• Math teachers</li><li>• Instructional coaches</li></ul>	School year	Math instructional coach	
Increase math talk for strategy and problem solving	<ul style="list-style-type: none"><li>• Math teachers</li><li>• Instructional coaches</li></ul>	School year	Math instructional coach	

Wells Road Intermediate School

**Instruction**

**Goal:** *Students learn best when teachers provide opportunities for them to: Engage in authentic, real-world, and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways.*

Teachers will increase opportunities for students to engage and/or co-create real-world authentic projects (why) which incorporate clear standards (what). This will allow for students to take ownership for their learning and lead them to independently apply strategies.

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
Use feedback from Instructional Rounds to strengthen instructional strategies	<ul style="list-style-type: none"> <li>Teachers</li> <li>Instructional Rounds Team</li> </ul>	Instructional Rounds <ul style="list-style-type: none"> <li>October 2019</li> <li>April 2020</li> </ul>	Time to work with instructional coaches, and/or literacy consultant	Lessons/instruction including clear learning targets, personalized student learning goals, and interactive notebooks
Provide students with specific and actionable feedback (including repertoire of strategies for improvement)	<ul style="list-style-type: none"> <li>Teachers</li> <li>Students</li> </ul>	School year	Materials for charts, "Exit tickets," learning progressions, checklists etc.	Student made learning goals and self-evaluations
Enhance instruction to include authentic audience and purpose to increase engagement, choice and stamina	<ul style="list-style-type: none"> <li>PLC teams</li> <li>Instructional coaches</li> </ul>	School year	Time to work with instructional coaches, PLC teams and/or literacy consultant	Increased student growth and/or proficiency on District and State assessments
Continue student directed parent conferences in order to establish student goals	<ul style="list-style-type: none"> <li>Teachers</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>December 2019</li> <li>March 2020</li> </ul>	Time to plan. Student created graphic organizer to lead conference	Feedback from teachers, families and students
Build teacher capacity through instructional coaching	<ul style="list-style-type: none"> <li>Teachers</li> <li>Instructional coaches</li> </ul>	School year	Time to work with instructional coaches	Granby Educator Growth Continuum- Focus Area 3.3
Anchor math instruction with a standards focus	<ul style="list-style-type: none"> <li>Math teachers</li> <li>Instructional coaches</li> </ul>	PLC- weekly meetings	Time to work with instructional coaches and PLC teams	Granby Educator Growth Continuum- Focus Area 1.3



Kelly Lane Primary School  
School Improvement Plan 2019-20



# Granby Public Schools

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



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

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

## Achievement Goal:

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

## Learning Principles:

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

Students learn best when teachers provide opportunities for them to:

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

## Theory of Action:

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

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

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

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

## 2014-2019 Board of Education Goals

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

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

# Vision, Mission & District Achievement Goal

**Goal:** Create conditions to support a safe, supportive and collaborative culture.

## Action Steps

## Evidence/Measurements

Utilize Collaborative & Proactive Solutions to support social and emotional needs of students

ALSUP, Plan B sheets

Use of 3 team model to analyze absenteeism data and implement strategies to support families and students

Attendance data

Teachers select inquiry project for personalized professional learning

Application and observable practice of new learning

# Student Achievement

**Goal:** By June of 2020 all students will increase achievement in literacy and numeracy standards across disciplines as measured by Star Early Literacy, Star Reading, Star Math, BAS literacy assessment and Lucy Calkins Writing Rubric.

## Action Steps

## Evidence/Measurements

Teachers will use timely data to identify students for targeted interventions and/or extended learning opportunities

Benchmark assessments  
Document review of Intervention meetings  
Student Action Plans

Monitor the achievement of under performing subgroups and implement student action plans as needed

Data from meetings, Student Action Plans

Increase teacher participation in Student Centered Coaching Cycles that lead to measurable student outcomes using informal assessments to improve tier 1 instruction

Coaching cycle forms. Benchmark assessments

# Instruction

**Goal:** Teachers will increase opportunities for students to take ownership of their learning to foster an environment of independence and engagement.

## Action Steps

## Evidence/Measurements

Teachers will communicate to the students what they are learning and why they are learning it

Quarterly quick data  
Teacher evaluation plan 2.2

Teachers will share success criteria with students through exemplars, teacher modeling, rubrics, etc., so that students know when they have met their learning target

Teacher evaluation plan 2.2

Teachers will facilitate student led conferences

Feedback from teachers, families and students



Kelly Lane Primary School

School Improvement Plan 2019-2020



# Granby Public Schools

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



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

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

## Achievement Goal:

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

## Learning Principles:

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

Students learn best when teachers provide opportunities for them to:

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

## Theory of Action:

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

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

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

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

## 2014-2019 Board of Education Goals

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

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

Kelly Lane Primary School

**Vision, Mission & District Achievement Goal**

**Goal:** Create conditions to support a safe, supportive, and collaborative culture.

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

**Student Achievement**

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

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

**Instruction**

**Goal:** Teachers will increase opportunities for students to take ownership of their learning in order to foster an environment of independence and engagement.

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



## UPCOMING DISTRICT EVENTS

November 4	HS PAC Meeting	6:30 p.m.	HS Media Center
November 5	No School – Professional Development		
November 6	HS Veterans Day Celebration	9:40-11:10 a.m.	HS Commons
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	Kelly Lane All School Meeting for Veterans Day	9:00-9:30 a.m.	Kelly Lane Cafetorium
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
November 11	Wells Road Veterans Day Celebration	9:00-10:00 a.m.	Wells Road Cafetorium
November 11	MS Veterans Day Assembly	1:15-2:15 p.m.	MS Gymnasium
November 13	MS PAC Meeting	8:30-9:30 a.m.	MS Media Center
November 20	Finance Subcommittee Meeting Board of Education Meeting	5:30 p.m. 7:00 p.m.	Central Services Town Hall Meeting Room
November 23	Fall Coffeehouse	7:30 p.m.	HS Commons
November 27	Early Release – All Schools		
November 28-29	Thanksgiving Break – No School		Offices Closed