

Curriculum/Policy/Technology/Communi
cation Subcommittee Meeting
Wednesday, March 2, 2011 6:00 PM Eastern

Central Services
15-B North Granby Road
Granby, CT 06035

- I. Director of Curriculum Monthly Report (January & February)
- II. Early Childhood Feasibility Study Update
- III. Language Arts Progress and Implementation
- IV. Review of Administrative Regulations for Homework Policy
- V. Draft Policy 9240, Board Member Development, and Draft Policy 9400, Board Self-Evaluation
- VI. Other

Monthly Curriculum Sub Committee Report

From: Diane Dugas, Director of Curriculum, Teaching and Learning

Date: January/February, 2011

Professional Development:

- Supported facilitation of administrators continued professional development in cultural competence through collaborative planning and delivery with SERC consultants
- Supported facilitation of reading specialists professional development in coaching through collaborative planning with consultant and LA supervisor.
- Facilitated focus of performance assessment PD to Language Arts curriculum committee
- Conducted Task Deconstruction workshop with MS Math PLC
- Meetings with Carolyn Dei Dolori regarding planning and implementation of district-wide technology professional development
- Ongoing work to inform a long range PD calendar
- Acquired new knowledge to support district planning through my own participation in a National Legislative update in Washington, DC.

Curriculum:

- Worked with K-8 Language Arts curriculum committee on the continued development of curriculum maps for K-8 reader workshop, specific focus was placed on the development of performance assessments. With the broadening of the committee to include grades 7 and 8 a focus on identifying essential standards was provided for 7/8.
- Participated in the monitoring of curriculum implementation via a three day walkthrough process of all K-6 classes.

Committee Work:

- Invitations and establishment of K-12 curriculum committees that will begin meeting in April
- Establishment of District-wide SRBI committee meeting in March, April and May
- Facilitated monthly meetings with the Early Childhood Feasibility Study Committee - Conducted community survey, made site visits, continued research work.
- Granby Prevention Council Executive Board – Grant planning and development of community partnerships

Other:

- Consortium meeting on Wintonbury Magnet Transition
- Monitoring of Intermediate afterschool program
- Meeting with Media specialists to discuss application of technology, establishment of their involvement and support of curriculum committee work

- Collaborated with administrators on the partnering and continued exploration of the Discovery Center Program: co-facilitated PTO meeting, debriefed events to date, and planned next steps for implementation with grade 4 in April.
- Advertising, interviewing and communication of Summer School opportunities including both regular summer school and the new Global Studies Summer School program.
- Manage grants, grant reporting, spending
- Review and approve PD for teachers
- Facilitate and monitor the implantation of the new TEAM (new teacher induction) process: Held two TCC meetings with district committee with an emphasis on developing a two year induction plan; held mid-year mentee/mentor progress meeting
- Met with Bob Gilbert and supported the writing/review process for the Blue Ribbon School application process.
- Participated in various meetings regarding the District Community Partnership plan.
- Participation in district book club on culturally responsive schools (representation from all five schools and central services participate in the reading and discussion).
- District facilitation of CMT/CAPT – Conducted test coordinator meeting, presented training at each faculty meeting, collaborated with special services to provide updates and clarifications of processes to sped staff, ongoing daily communication with buildings in preparation for administration, collaboration with special services in relation to CMT and CAPT.
- Site visitation to full day kindergarten program in West Hartford as a part of Early Childhood Feasibility Committee
- Facilitation of implementation and training for new CEU system
- Participated in transition meetings between intermediate schools and MS and MS and HS.

Monthly Meetings:

- District Ad Council – Focused on developing the capacity of administration to lead PLC teams through effective feedback and monitoring strategies.
- Elementary Ad Council Meetings – Discussion and establishment of belief's related to the delivery of Language Arts, interventions and support structures (relates to work associated with DC&P)
- Secondary Ad Council Meetings – Discussion and establishment of belief's related to the delivery of Language Arts/English, interventions and support structures (relates to work associated with DC&P)
- Principals Seminar – Engaged in our focus of effective *feedback* to teachers regarding PLC work.
- Bi Monthly building Administrator meetings – Targeted discussion around moving the work of buildings forward, guided by Principal needs.
- District Leadership Team meetings – Continuation of developing Learning Principals
- K-12 Language Arts meetings-Redefining the role of our language arts consultants and reading specialists with an emphasis on coaching to support classroom teacher's implementation of effective teaching.
- Weekly meetings with K-12 LA supervisor – focus on establishing K-12 priorities in regards to curriculum, instruction, assessment, PLC and SRBI.
- PLC Team meetings – Support PLC teams in data driven decision making delving deeper into analysis of data and strategies to implement with students.
- Superintendent meetings – Ongoing daily communication and district level planning
- BOE meetings- Presentations of Granby Prevention Council update

- ELL meetings – weekly meetings with ELL tutor, school visitations, collaborative networking, establishment of consistent and documented ELL procedures.
- Co- facilitate the Executive Leadership Academy with Superintendent– Emphasis on developing the groups understanding of theories of action and problem of practice; participants were brought into the administrative walkthrough process in February.



Granby Public Schools Early Childhood Survey and Interview Results

Provided by Tim Nee

CREC Institute for Teaching and Learning

February 2011







Granby Early Childhood Survey

- Survey was constructed by CREC based on feedback from the Early Childhood Committee
- Survey was conducted from January 28 to February 8
- Survey and cover letter from the Superintendent's Office was made available to all Kearns families
- Families had the option to complete an electronic survey on Survey Monkey website or mail to CREC
- Survey was anonymous
- Several reminders were provided to families to complete the survey through E-Blast and School Newsletter
- Survey results were compiled by CREC








Survey Demographic Summary

- Nearly 50% return rate, 179 responses
- Most all electronic responses, 12 paper
- 68% have lived in Granby for at least 5 years
- Over 79% report gross incomes of \$80,000 or more
- 94% had children who attend(ed) Granby Kindergarten
- Highest return rate from families who have children 9 years old or younger
- 92 responses included comments
- Several comments were lengthy, multiple sentences









How long have you lived in Granby?

		Response Percent	Response Count
1-2 years		8.4%	15
2-5 years		21.8%	39
5-8 years		20.7%	37
8-10 years		14.5%	26
more than 10 years		33.5%	60
do not live in Granby		1.1%	2
		answered question	179
		skipped question	0

I currently have a child at the following age levels: (choose all that apply)

		Response Percent	Response Count
Birth to 3 years old		31.8%	57
4 to 6 years old		74.3%	133
7 to 9 years old		58.7%	105
10 to 12 years old		25.1%	45
13 to 15 years old		11.7%	21
16 to 18 years old		3.4%	6
older than 18 years old		0.6%	1
		answered question	179
		skipped question	0










The annual gross income for our household is:

		Response Percent	Response Count
Under \$25,000		1.7%	3
\$25,001 - \$40,000		2.3%	4
\$40,001 - \$60,000		4.7%	8
\$60,001 - \$80,000		11.6%	20
\$80,001 - \$100,000		16.3%	28
\$100,001 - \$120,000		13.4%	23
\$120,001 - \$150,000		24.4%	42
Above \$150,000		25.6%	44
		answered question	172
		skipped question	7









Please select:

	Yes	No	Maybe	Response Count
If a preschool program was available through the public school setting I would have sent my child to the program:	48.0% (84)	8.6% (15)	43.4% (76)	175
If full day kindergarten was a choice for my child I would have chosen it as an option:	58.0% (101)	20.7% (38)	21.3% (37)	174
			answered question	178
			skipped question	1






If public preschool would have been available to you, indicate which factors would have been agreeable for you to have chosen Granby Public Preschool for your child: (choose all that apply)

		Response Percent	Response Count
5 days a week		46.1%	82
3-4 days a week		59.6%	106
half day program		60.7%	108
full day program		35.4%	63
after school provided		21.9%	39
free program		58.4%	104
tuition based program		37.1%	66
integrated with special education students		25.3%	45
I would not have chosen a Granby public preschool option		6.2%	11
		answered question	178
		skipped question	1

If the public preschool was available as a half day program, five days a week, what is the maximum annual amount you would have paid for your child to attend:

		Response Percent	Response Count
No cost (\$0)		17.2%	28
\$500		6.7%	11
\$1,000		15.3%	25
\$2,000		23.3%	38
\$3,000		20.9%	34
\$4,000		8.0%	13
\$5,000		7.4%	12
More than \$5,000		1.2%	2
answered question			163
skipped question			16

Please indicate below where your child or children attended kindergarten (choose all that may apply):

		Response Percent	Response Count
Granby Public School Kindergarten		94.2%	163
Granby Extended Day Kindergarten		9.8%	17
Magnet School Kindergarten		2.3%	4
Private Half Day Kindergarten		1.2%	2
Private Full Day Kindergarten		4.0%	7
		answered question	173
		skipped question	6

Comments Summary

Paraphrased Comments from #10 on Survey (Open Response)	# of Similar Comments
Support for full day K (or an option)	24
Kearns K teachers excellent or pleased with K program	16
(Granby community program) is an excellent preschool	15
Support public preschool	15
Half day K program is sufficient for this age group	10
Full day K or PreK should not be tax funded	9
Support public preschool with fee	8
Children should be 5 to enter K	6
Concerns about Hartford children attending Granby	4
Concerns about after care availability	4
Not enough time in the K program	4
Public PreK would hurt community based programs	3
If Granby does not offer full day K will choose magnet	3

Key Survey Findings

- *71% pleased with their preschool options using Granby preschool/daycare programs*
- *Nearly 30% of preschoolers were cared for at home*
- *91 % would consider a Granby public preschool*
- *61% interested in half day preschool*
- *44% would pay between 2-3,000 annually for public preschool*
- *87% satisfied with the quality of Granby kindergarten*
- *80% would consider full day kindergarten*

Staff Interviews

- Interviews were conducted by Tim Nee, Assistant Director of CREC Institute of Teaching and Learning
- Interviews took place in small groups on January 31, 2011
- Kindergarten teachers, paraprofessionals (who also are parents of Granby students) , preschool staff, other support staff and building administrator were included in the interview process

Interview Highlights for Preschool

- Town preschool programs varies greatly
- Staff resources spread out too much and much time spent traveling rather than servicing children
- Increase in level of children's needs has increased over time
- Communication about children best when centrally located
- Best delivery when service also takes place at Kearns school
- Easier transition for children that do attend Kearns
- Inconsistent success with communication forms between community preschools and Kearns
- Use of PAF inconsistent in community preschools
- If public preschool existed, need for typical peers

Interview Highlights for Kindergarten

- Kindergarten teachers are regarded as a collaborative professional team
- Paraprofessionals valued and member of the kindergarten team
- All staff agreed the day was rushed and difficult to manage curriculum expectations and social needs of the students (stressful)
- Literacy instruction appears to be the primary focus of the kindergarten day
- Limited time was spent on mathematics and little time was available to other academic content such as science or social studies
- Activities that emphasize creative expression and play are not as visible in the kindergarten classroom
- Though more attention to literacy is evident only 50% of exiting kindergarten students are meeting the DRA 2 goal of Level 4 or better
- All staff did not agree on the use of pull out or push in services for students at Tier 2 or Tier 3 level
- Concern that wide range of developmental needs of children are met

To: Board of Education Curriculum Committee
From: Mike Dunn, K-12 Language Arts Supervisor
Re: Status of Language Arts Initiatives
Date: March 2, 2011

The following summarizes the status of three important initiatives to align language arts curriculum, assessment and instruction with our district mission to lead all Granby students to become powerful thinkers, effective collaborators and compassionate contributors:

1. Development of Reading Curriculum

Grade level representatives continue to develop the reading curriculum around multiple opportunities for students to engage in high level work demonstrating our district achievement goal. This development includes identifying, “unwrapping” and sequencing priority “power standards” and mapping backwards from them to create rich and engaging performance assessments and mini-lessons to equip students to achieve at high levels. Representatives from K-6 who have been working since last summer developing the reading curriculum were joined in February by representatives from grades 7-8 as we begin to widen the scope of curriculum development. Sarah Fitzsimons from CREC has been contracted to facilitate this work during professional development sessions focused on standards and performance assessments, and grade-level teams continue to work from these documents during meeting times to write units of mini-lessons to guide their instruction. Next steps include further sessions as well as the formulation of district-wide curriculum committees to engage in this important work in each discipline.

2. Implementation of Reading and Writing Workshop

The purpose of the workshop model is to scaffold instruction to meet the various learning needs of students, and to provide opportunities for students to take increasing ownership of their own learning through a gradual release of responsibility framework. Faithful implementation of the model helps fulfill our mission to foster critical thinking, problem-solving, collaboration, effective communication and meta-cognition by empowering young readers and writers to make and reflect on their own choices, and as research and best practice indicate, strong Tier I classroom instruction is vital in closing the achievement gap. While elementary teachers continue to shift their instructional delivery toward workshop instruction, inconsistencies exist necessitating an audit of the current level of implementation. Over the past two weeks a team of observers including the Director of Curriculum, Teaching and Learning, elementary principals, the K-12 Language Arts Supervisor, and the K-6 Language Arts Consulting Teacher conducted classroom walkthroughs of every elementary classroom in the district to audit the current status of implementation of the workshop model using a checklist to collect data about classroom learning environment, learner engagement in reading and writing, and instructional strategies. This process provided a quick “wide-angle view” to guide professional development and coaching priorities going forward including, among other things, the need to coach teachers by clarifying expectations for classroom environment and establishing norms for launching reading and writing routines at the beginning of the year.

3. Redefining the role of Literacy Specialists/Coaches

A third important process is the work to redefine the roles and responsibilities of reading personnel to develop the capacity of teachers to provide high quality Tier I classroom instruction. As research and best practice dictate, high quality instruction is the most important factor in student achievement, requiring the support of literacy coaches and leadership. The K-12 reading department has begun to use coaching logs to help audit the current expenditure of time in regards to instructional coaching, and, guided by Sarah Fitzsimons, has collaborated with the Director of Curriculum, Teaching and Learning and with the K-12 Language Arts Supervisor to articulate a revised job description reflecting this shift in priorities. Building principals have also been included in this discussion.

Instruction

Homework/Make-Up Assignments

General

Homework assignments are an integral part of student learning. Assignments shall be appropriate in amount and degree of difficulty for student ages, grade levels, and abilities. Assignments requiring research outside of the classroom and written reports are encouraged.

Guidelines for homework assignments approved by the superintendent of schools shall be used in course lesson planning, course objectives, and made available to students and parents.

Legal Reference: Connecticut General Statutes

10-221(b) Boards of education to prescribe rules, policies, and procedures re Board of Education responsibility to develop homework policies.

Policy Adopted: 9/3/97
Policy Reviewed: 10/7/09

GRANBY PUBLIC SCHOOLS
Granby, CT

Instruction

Homework

Learning is a continuous process which extends beyond the school day. A carefully planned program of homework assignments is an effective means of increasing student learning. Homework ~~is an accepted part of the~~ a vital component of student learning educational program and is assigned to students as an outgrowth of classroom activities. It ~~encourages~~ is encouraged as means of practice, review or research and is a means of measuring self discipline and conscientious work habits. It allows students to follow through on their personal commitment to quality academic work.

The school needs to consider that a student will be involved in family activities or join in non-academic school activities. It then becomes important to understand the necessity to preserve the balance in a student's life.

Homework assignments:

1. Strengthen basic skills.
2. Apply classroom learning.
3. Stimulate the student's interest through further exploration.
4. Reinforce independent study skills.
5. Develop qualities of initiative, responsibility and self direction.
6. ~~Stimulate worthwhile use of leisure time.~~

A student will find satisfaction in completing his/her own tasks individually. Parents can help and should encourage independent work habits. The amount, frequency, and types of homework assigned will vary with the grade level, subject areas, and level of student abilities.

Procedures

Homework includes any school assignment which is to be completed outside of the regular classroom. Homework is inclusive of a daily reading expectation. It may include practice of skills or concepts, research, projects or preparation for tests, quizzes, and review of classwork. The time necessary to complete an assignment will change from kindergarten grade one to grade twelve and according to the requirements of the subject. The frequency and regularity of homework will increase as a student progresses through the grades. It should be understood that each grade level serves as a foundation for the next. Homework should, therefore, be introduced in the elementary school years and will increase in complexity with the maturity of the student.

Instruction

Homework

Procedures (continued)

Grade K-1	10 – 15 minutes including nightly reading <u>Homework will vary depending upon individual student and class need.</u>
Grades 2-3	20 30 minutes <u>at a minimum of 3 times a week including nightly reading</u>
Grades 4-5	30 20-60 minutes <u>including nightly reading</u>
Grades 6	40 30-60 minutes <u>at a minimum of 4 times a week including nightly reading</u>
Grade 7-8	45- 90 20 minutes <u>including nightly reading</u>
Grades 9-12	60-180 minutes. The length of homework will vary from course to course. There is emphasis for long-term projects that involve independent work. Some skills courses require little or no homework.

Varying Role and Responsibilities

1. The student:

- A. Complete the assignment to the best of his/her ability.
- B. Accept responsibility for understanding purpose and requirement of assignment.
- C. Take home all necessary material with which to work.
- D. Plan a personal schedule that will include enough time to complete assignments.
- E. Be responsible for making up work missed.
- F. MS/HS students monitor progress on portal.

2. The parent:

- A. Be involved in the homework routine by providing a student area, making available resources material.
- B. Assist the student in working out the personal schedule that will include enough time to complete assignments.
- C. Display an active interest in the work of each child.
- D. Guide the student to the point where he/she becomes independent.
- E. Contact the ~~teacher school~~ with any questions regarding your student's homework.
- F. MS/HS parents monitor progress on portal

Instruction

Homework

Varying Role and Responsibilities (continued)

3. The teacher:

- A. Emphasize quality rather than quantity.
- B. Provide differentiated assignments that reflect the varied abilities of students.
- C. Teach skills needed to complete homework assignments successfully.
- D. Encourage completion or revision of any unsatisfactory homework.
- E. Assign homework which is an outgrowth of the work completed in class.
- F. Assign work which can be completed successfully within a reasonable time limit.
- G. Give clear, concise directions for completing homework.
- H. Check to be sure the homework has been completed.
- I. Return graded homework assignments promptly.
- J. Notify parents if the student establishes unsatisfactory homework practice.
- K. Coordinate efforts with other teachers when team teaching or interdisciplinary activity occurs.
- L. Beaware of other subject/class assignments, due dates, and test dates in order to avoid overloading students.
- M. MS/HS input homework grades into portal in a timely fashion (at a minimum every two weeks.)

By-Laws of the Board

Board Member Development

The Board of Education places a high priority on the importance of a planned and continuing program of in-service education for its members. The central purpose of the program is to enhance the quality and effectiveness of public school governance in our community. The Board shall plan specific in-service activities designed to assist Board members in their efforts to improve their skills as members of the policy-making body; to expand their knowledge about trends, issues, and new ideas affecting the continued welfare of the local schools; and to deepen their insights into the nature of leadership in a modern democratic society.

Funds may/shall be budgeted annually to support the program. The Board, as a whole, shall retain the authority to approve or disapprove the participation of members in planned activities. The public shall be kept informed about the Board's continuing in-service education and about the program's anticipated short and long range benefits to our schools.

The Board regards the following as kinds of activities and services appropriate for implementing this policy:

1. Participation in school board conferences, workshops and conventions held by CAFE and NSBA.
2. District-sponsored training sessions for Board members.
3. Subscriptions to publications addressed to the concerns of Board members.

In order to control the investment of time and funds necessary to implement this policy, the Board establishes these principles and procedures for its guidelines:

1. The Superintendent shall maintain a calendar of school board conferences, conventions and workshops. The Board will periodically decide which meetings appear to be most promising in terms of producing benefits to the District.
2. Funds for participation at such meetings will be budgeted on an annual basis. When funds are limited, the Board will designate which of its members would be the most appropriate to participate at a given meeting.

By-Laws of the Board

Board Member Development

3. Board members will be reimbursed for their travel expenses.
4. When a convention, conference or workshop is not attended by the full Board, those who do participate will be requested to share information, recommendations and materials acquired at the meeting.
5. To provide such development, the Board shall annually provide membership in the Connecticut Association of Boards of Education.

Board members are encouraged to attend workshops presented by CAFE and NSBA.

Professional journals and books in school professional libraries shall be made available to all Board members.

(cf. 1100 - Communication with the Public)
(cf. 4133 - Travel Reimbursement)

Policy adopted:

**GRANBY PUBLIC SCHOOLS
Granby, Connecticut**

By-Laws of the Board

Self-Evaluation

The Board of Education is made up of duly elected individuals to oversee the Public Schools of the community. This very responsible and complex job requires that the Board blend its diverse opinion into a common purpose which will give direction to the school system. The local community looks to its Board of Education to provide leadership for the school system. The success of the system depends on how well that role is carried out.

Therefore, it shall be the policy of the Board of Education that there shall be an annual program of self-evaluation in which each member shall participate.

Annually, the Board will schedule dates to conduct its self-evaluation. The evaluation will include, but not be limited to, the following areas: student achievement, community relations, educational policy, planning and setting goals, allocating resources, selecting and/or evaluating the Superintendent, promoting good employee relations, Board governance, and Board member professional development.

Policy Review and Evaluation

The Board shall follow through the policies it has formulated. It shall evaluate how the policies have been executed by the school staff, and shall weigh the results. The Board shall rely on the school staff, students, and the community to provide evidence of the effect of the policies which it has adopted.

Legal Reference: Connecticut General Statutes

10-220 Duties of boards of education.

Policy adopted:

**GRANBY PUBLIC SCHOOLS
Granby, Connecticut**