

Regular Board of Education Meeting  
Wednesday, February 15, 2012 7:00 PM  
Eastern

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

Jenny Emery: Present  
Lynn Guelzow: Present  
Cal Heminway: Present  
Edward Ohannessian: Present  
Benjamin Perron: Present  
Rosemarie Weber: Present  
Matthew Wutka: Present

Present: 7.

- I. Public Comment
- II. Administrative Reports
  - II.A. Superintendent's Announcements
  - II.B. Student Representative Reports
  - II.C. Business Manager's Report
  - II.D. Teaching & Learning
  - II.E. Annual Facilities Report
  - II.F. Indoor Air Quality Report
- III. Consent Agenda
  - III.A. Minutes
- IV. Old Business
  - IV.A. Wireless Technology
  - IV.B. FY13 Budget Update
- V. New Business
  - V.A. Strategic School Profiles
- VI. Miscellaneous
  - VI.A. Board Standing Committee Reports
    - VI.A.1. Curriculum/Policy/Technology/Communication
    - VI.A.2. Finance/Personnel/Facilities
  - VI.B. Other Board-Related Reports
    - VI.B.1. CPPAC
    - VI.B.2. CREC/CABE
    - VI.B.3. Granby Education Foundation
    - VI.B.4. District Efficiency Initiatives
  - VI.C. Calendar of Events
  - VI.D. Board Member Announcements
- VII. Executive Session/Non-Meeting

**GRANBY PUBLIC SCHOOLS**  
**FY 2011-12 FINANCIAL STATEMENT OF ACCOUNTS JANUARY 31, 2012**  
**FOR PERIOD JULY 1, 2011 - JANUARY 31, 2012**

Description	Original Budget	Net Budget Transfers	Revised Budget	Expended	Encumbered	Balance	% Enc/ Exp	Forecast
<b>Certified Salaries:</b>								
Administration	1,573,852	-	1,573,852	934,769	642,654	(3,571)	100.2%	(3,571)
Regular Education	9,785,808	-	9,785,808	4,488,807	5,282,001	15,000	99.8%	15,000
Special Education	1,285,028	-	1,285,028	601,282	683,746	-	100.0%	
<b>Total</b>	<b>12,644,688</b>	<b>-</b>	<b>12,644,688</b>	<b>6,024,858</b>	<b>6,608,401</b>	<b>11,429</b>	<b>99.9%</b>	
<b>Substitute/Tutor/Support Salaries</b>								
Substitutes	152,000	-	152,000	69,715	-	82,285	45.9%	
Sped Support (Speech, O.T. & P.T.)	262,988	-	262,988	138,503	127,443	(2,958)	101.1%	(2,958)
Tech Support	180,981	-	180,981	110,595	70,386	-	100.0%	
Tutors - Regular Education	157,411	-	157,411	74,261	74,158	8,992	94.3%	
Tutors - Special Education	190,233	-	190,233	88,184	71,524	30,525	84.0%	5,000
<b>Total</b>	<b>943,613</b>	<b>-</b>	<b>943,613</b>	<b>481,258</b>	<b>343,511</b>	<b>118,844</b>	<b>87.4%</b>	
<b>Teaching Assistant Salaries:</b>								
Regular Education	456,601	-	456,601	206,732	216,290	33,579	92.6%	15,000
Special Education	910,337	-	910,337	431,658	458,600	20,079	97.8%	5,000
<b>Total</b>	<b>1,366,938</b>	<b>-</b>	<b>1,366,938</b>	<b>638,390</b>	<b>674,890</b>	<b>53,658</b>	<b>96.1%</b>	
School Secretaries' Salaries	555,263	(41,177)	514,086	295,460	218,626	-	100.0%	
Central Office Salaries	347,764	41,177	388,941	201,470	187,471	-	100.0%	
Custodial & Maintenance Salaries	1,253,595	-	1,253,595	721,845	490,638	41,112	96.7%	13,000
<b>Purchased Services:</b>								
Instructional	212,952	-	212,952	59,920	78,028	75,004	64.8%	33,000
Administration	404,049	-	404,049	219,530	158,816	25,703	93.6%	
Maintenance	86,115	-	86,115	35,563	43,729	6,823	92.1%	
<b>Total</b>	<b>703,116</b>	<b>-</b>	<b>703,116</b>	<b>315,013</b>	<b>280,573</b>	<b>107,530</b>	<b>84.7%</b>	
Legal Services	65,000	-	65,000	10,271	19,889	34,840	46.4%	25,000

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<b>Repairs &amp; Maintenance:</b>								
Instructional	87,050	-	87,050	35,965	19,150	31,935	63.3%	
Administration	8,500	-	8,500	499	-	8,001	5.9%	
Maintenance	245,710	-	245,710	227,761	62,076	(44,127)	118.0%	(65,000)
<b>Total</b>	<b>341,260</b>	<b>-</b>	<b>341,260</b>	<b>264,225</b>	<b>81,226</b>	<b>(4,191)</b>	<b>101.2%</b>	
<b>Transportation:</b>								
Regular Education	783,341	-	783,341	479,009	275,202	29,130	96.3%	
Special Education	383,198	-	383,198	198,191	277,838	(92,831)	124.2%	(92,831)
Vocational-Tech	48,125	-	48,125	22,391	25,734	-	100.0%	
<b>Total</b>	<b>1,214,664</b>	<b>-</b>	<b>1,214,664</b>	<b>699,591</b>	<b>578,774</b>	<b>(81,177)</b>	<b>106.7%</b>	
Insurance - Property & Liability	71,508	-	71,508	52,960	18,548	-	100.0%	-
Communications	90,107	-	90,107	47,948	30,329	11,830	86.9%	-
<b>Tuition:</b>								
Vocational	63,936	-	63,936	-	71,928	(7,992)	112.5%	(7,992)
Special Education	729,728	-	729,728	303,910	453,284	(27,466)	103.8%	(27,466)
Adult Education	9,000	-	9,000	-	9,000	-	100.0%	
<b>Total</b>	<b>802,664</b>	<b>-</b>	<b>802,664</b>	<b>303,910</b>	<b>534,212</b>	<b>(13,497)</b>	<b>101.7%</b>	
Conference & Travel Expense	56,425	-	56,425	29,097	8,127	19,201	66.0%	
<b>General Supplies:</b>								
Regular Education	287,180	-	287,180	210,993	56,796	19,391	93.2%	-
Special Education	26,300	-	26,300	14,501	3,763	8,036	69.4%	-
Administration	81,369	-	81,369	34,507	29,415	17,447	78.6%	-
Maintenance	142,700	-	142,700	93,672	22,384	26,644	81.3%	-
<b>Total</b>	<b>537,549</b>	<b>-</b>	<b>537,549</b>	<b>353,673</b>	<b>112,358</b>	<b>71,518</b>	<b>86.7%</b>	
Electricity	584,044	-	584,044	281,816	231,228	71,000	87.8%	71,000
Fuel	318,952	-	318,952	136,182	132,770	50,000	84.3%	50,000

**GRANBY PUBLIC SCHOOLS**  
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	<u>Original Budget</u>	<u>Net Budget Transfers</u>	<u>Revised Budget</u>	<u>Expended</u>	<u>Encumbered</u>	<u>Balance</u>	<u>% Enc/ Exp</u>	<u>Forecast</u>
Textbooks/Workbooks	170,679	-	170,679	102,075	3,192	65,412	61.7%	-
Library/Media Center	53,330	-	53,330	34,687	10,501	8,142	84.7%	-
Software	151,254	-	151,254	70,002	57,260	23,992	84.1%	-
Dues & Fees	38,722	-	38,722	36,274	279	2,169	94.4%	-
<b>Replacement Equipment:</b>								
Instructional	4,000	-	4,000	-	-	4,000	0.0%	
Administration	2,500	-	2,500	-	-	2,500	0.0%	
Maintenance	4,000	-	4,000	9,991	-	(5,991)	249.8%	(5,991)
<b>Total</b>	<u>10,500</u>	-	<u>10,500</u>	<u>9,991</u>	<u>-</u>	<u>509</u>	<u>95.2%</u>	
<b>New Equipment:</b>								
Instructional	-	-	-	-	2,847	(2,847)		(2,847)
Administration	-	-	-	1,861	-	(1,861)		(1,861)
Maintenance	-	-	-	1,130	-	(1,130)		(1,130)
<b>Total</b>	<u>-</u>	<u>-</u>	<u>-</u>	<u>2,991</u>	<u>2,847</u>	<u>(5,838)</u>		
Student Activities	575,345	-	575,345	205,221	207,297	162,827	71.7%	(8,400)
Employee Benefits	4,086,021	-	4,086,021	1,969,092	2,056,034	60,895	98.5%	57,000
<b>Total Budget</b>	<b>26,983,001</b>	<b>-</b>	<b>26,983,001</b>	<b>13,288,300</b>	<b>12,888,981</b>	<b>805,720</b>	<b>97.0%</b>	<b>68,953</b>

# Granby's Coaching Model

Granby Board of Education

February 15, 2012

Deb Pattison, K-6 Language Arts Consulting Teacher

# Why Coaching?

- Strengthens Tier I instruction
- Collaborative- no longer isolation
- Job-embedded professional learning

# Professional Learning Strategies and Their Level of Impact

Components of Professional Learning:	Awareness Plus Concept Understanding	Skill Attainment	Application/ Problem Solving
Presentation of Theory	85%	15%	5-10%
Modeling	85%	18%	5-10%
Coaching/Study Teams/Peer Visits	90%	90%	85-90%

# Coaches Wear Many Hats

- **Instructional Coach**



- **Assessment**



- **Curriculum**



# Coaching

- Empowers teachers
- Supports teachers in the same way teachers support students with best teaching practices
- Improves practice
- Ultimate Goal: to change student achievement in a positive way

# Who Coaches in Granby?

- Building Literacy Specialists
- Consulting Teachers
  - K-6 Language Arts
  - K-6 Math/Science
  - 7-12 Consulting Teacher



# Granby's Formal Coaching Model

- First visit: Baseline data
- Second visit: Model
- Third visit: Co-plan/ co-teach
- Fourth visit: teacher independence

# First Visit

- Explain process
  
- Observe classroom lesson
  
- Debrief lesson

Teacher: \_\_\_\_\_ Coach: Amy Lupoli \_\_\_\_\_

Date: \_\_\_\_\_ Class/Grade \_\_\_\_\_

Setting the Stage for Learning	
Getting Students to Care	
Activating /Building Prior Knowledge	
Identifying Objectives	

Building New Knowledge	
Explaining	
Modeling ( <i>I do</i> )	

Reinforcing Knowledge	
Guided Practice ( <i>We do</i> )	
Independent Practice ( <i>You do</i> )	
Reflection ( <i>Closure</i> )	

Noteworthy features of environment and classroom management:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Third Visit



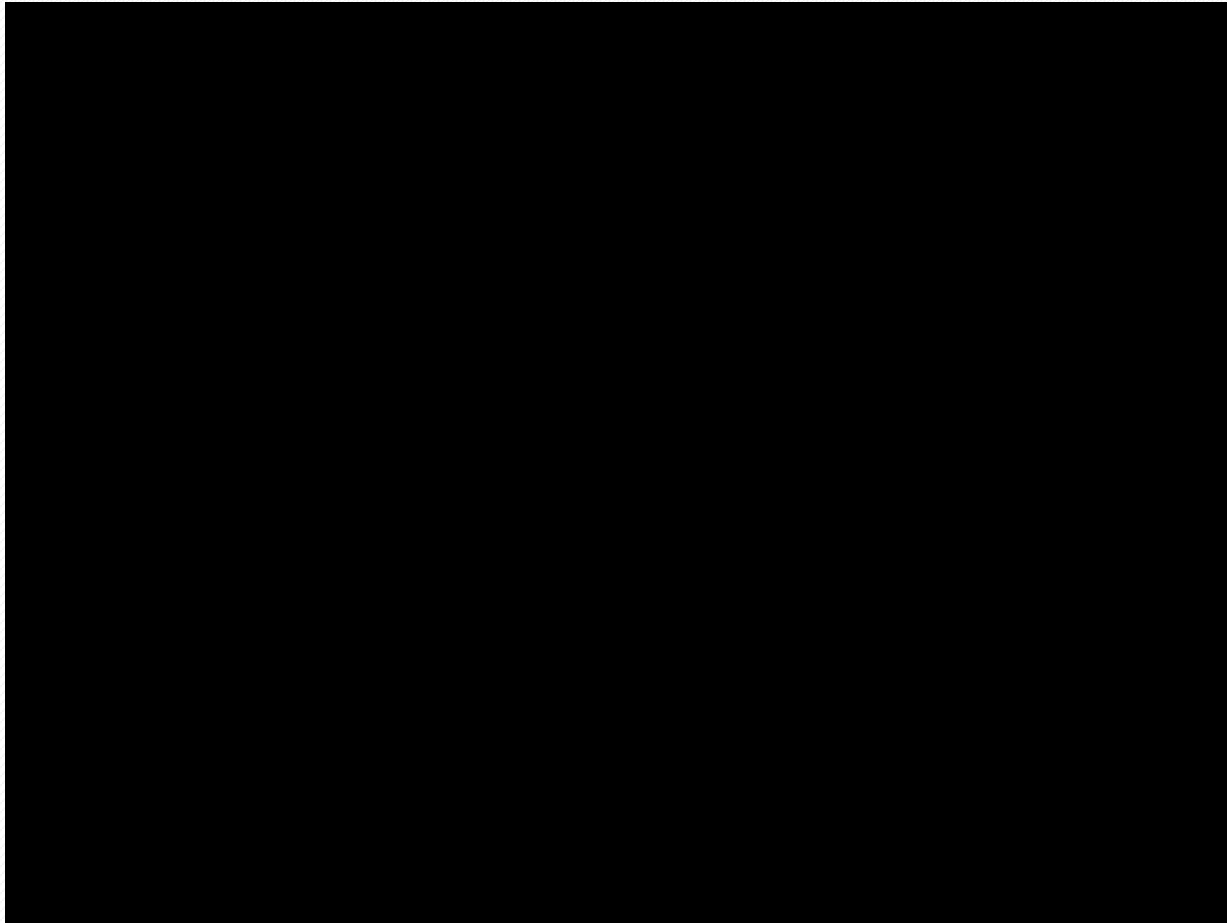
- Co-plan lesson
- Co-teach lesson
- **Teacher Self-Reflection**
- Debrief

# Fourth Visit

- Observe classroom lesson
- Debrief lesson (GRR)
- Discuss future steps



# Coaches in Action



# Testimonials From Teachers

- “I absolutely loved the coaching process! Getting feedback about my lessons, reflecting on my instructional practices, co-planning and co-teaching, and finally planning and instructing on my own with what I learned helped me grow so much as a teacher and learner.”
- “Helped me reflect on where improvements could have been made within my lesson.”
- “Very helpful to have as a resource!”
- “Truly enjoy having a model lesson done in my classroom.”
- “Very beneficial to observe another professional teach the same lesson.”
- “Coaching aspect of this model is a great way to get feedback on my teaching style.”
- “This model should be used throughout the district as a form of professional development!”
- “Coach’s input has been instrumental in putting Google Apps into practice in my science class.”

# Thank you

## Are there any questions?



February 15, 2012

Mr. Alan Addley, Superintendent of Schools  
Mr. Harry Traver, Business Manger  
Granby Board of Education

#### 2012 Annual Facilities Report

Since taking over as the Director of Facilities in October 2011, the Facilities Department has faced a number of major challenges -- the October snow storm, the November fire and the recent damage to the Ecology Center. The facilities staff has gone above and beyond during these events. The custodians maintained the senior center shelter during the week of storm Alfred. The maintenance staff plowed, cleared trees and debris to ensure the safety of the student body, faculty and buildings during the storm. The Department as a whole has stepped up to meet the needs of the Granby Schools during these crises.

#### **Fire Update**

The Department would like to thank the Board for their support after the fire as we rebuild the maintenance shop. The maintenance shop should be ready for occupancy in three weeks. As you know it was a total loss. We lost five vehicles and all maintenance supplies for the district. We have replaced four out of the five vehicles and this meets our current needs. Shelving is being installed and supplies are starting to come in. We are presently still working out of Tupperware bins in temporary spaces throughout the district. During this ordeal the Facilities Department has maintained its quality service.

#### **Civil Rights Compliance**

We continue to work on the Civil Rights Compliance Review at the High School. The work stations in the science and chemistry rooms have been completed. Railings have been installed on the bleachers in the main gym. We need to relocate book shelves, books, desks, and cabinetry to allow wheelchair access; however, the challenge is that there is no storage available in the high school to relocate these items. I am presently working with the high school administrators to come up with an alternative solution. The curb ramps to the tennis courts will be installed during the summer break and wheelchair access to the athletic fields will be addressed during the installation of the new athletic complex although we will still need to install wheelchair access to baseball and the lower field hockey field to complete the compliance work. With the waiver that was granted from the State on meeting the original audit requirements for the sink clearance, we expect to have the funds to address the baseball and field hockey areas access issues.

## **Repairs and Maintenance**

The Middle School burners have been installed on the boiler system, and high-efficiency motors have been installed in the air handling units. With the installation of the new oil burners and high-efficiency motors we will see a more effective use of energy. At Wells Road we have installed light switches in rooms that had no light switches at all; this will also show an energy savings. With these changes, we have completed a thorough review of potential energy saving projects. As a result, finding additional savings will be difficult.

Wells Road window repairs have been completed and new gutters have been installed by the cafeteria. New gutters were also installed at Kearns School by the playground. We need to install heat trace on the roof of the media center at Kelly Lane to stop ice damming. The temporary tarping installed at building five of the high school has stopped the leak in the community gym. Roof repair to building one of the high school over classrooms 1311 and 1312 has been completed; we need to complete the remaining roof repair.

New requirements for existing school buildings will be included in the next adopted cycle of the State Fire Safety, Fire Prevention and Building Codes. They are due out in 2015 and may cause some significant additional maintenance requirements to meet.

## **FY13 Budget**

District-wide we need to start repair of the catch basins. We had one crumble during the Irene storm and it created a crater in the Kearns driveway. This project, as well as ones that follow illustrate the increasing maintenance needs as our buildings and infrastructure age. At the High School, we need to stop leaks along the parking lot side of the community gym and along the south wall of the oldest High School building where the media center is now located, and to repair leaking cracks below all the windows in the newer northwest wing. We are planning a project to address a new leak area at the Middle School. At Kearns School, we need to resurface the playground, repair the sidewalks, replace the hot water heater and install vinyl composite tile flooring in seven more classrooms leaving five to be done, in order to complete the transition to all vinyl classrooms. At Wells Road, we plan to repair the pavers in front of the school.

State law requires we install CO detectors in the High School, Middle School and Kearns. To meet the new green cleaning law requirements, we have to retool our custodians to effectively use the new materials with Microfiber mops and cloths, and washers to keep them clean. We also need to purchase a floor scrubber for Kearns since the carpet has been removed.

I would like to thank the Board, the Superintendent, Administrators, and Staff for their support as I transitioned into the Director of Facilities position. With all that has occurred in my first few months, it has certainly been a challenge. I am very proud to be a member of Granby Public Schools and look forward to next year with hopefully fewer challenges.

Tom Steinke  
Director of Facilities

GRANBY PUBLIC SCHOOLS  
INDOOR AIR QUALITY SURVEY

SCHOOL YEAR 2011-12

School	Summary Comments	Concerns #1	Concerns #2	Concerns #3
High School	<p>FY11: Water issues are new and will be monitored as they seem to travel when repaired.</p> <p>FY12: Major problems are heat related. Water leaks have been repaired.</p>	<p>FY11: Leaks in room 1312, 2207, 3218 – repairs are being monitored.</p> <p>FY12: Leaks in room 1312, 2207, 3218 – repairs are being monitored.</p>	<p>FY11: Visible dust on vents in main gym. Request quarterly vent cleaning.</p> <p>FY12: Main gym dusty, especially weight room. Some improvement vs. prior year.</p>	<p>FY11: Girls locker room has little ventilation and is hot when temperature is 65 degrees or above</p> <p>FY12: Same concerns</p>
Middle School	<p>FY11: After surveying each faculty and staff member...relatively clean facility with good indoor air quality.</p> <p>FY12: Same overall comment</p>	<p>FY11: Delivery trucks turn off engines to avoid exhaust entering air ducts</p> <p>FY12: Same comment. Head custodian to address.</p>	<p>FY11: Boys and girls bathrooms need more ventilation.</p> <p>FY12: Girls bathrooms need more ventilation. Head Custodian to address.</p>	<p>FY11: No comment on this issue.</p> <p>FY12: Static electricity high in art room when heat is on.</p>
Kelly Lane	<p>FY11: Kelly Lane is in excellent shape in regards to IAQ.</p> <p>FY12: Same overall comment</p>	<p>FY11: Rooms 1- 11 sometimes cold in winter</p> <p>FY12: Same comment</p>	<p>FY11: No comment on this issue.</p> <p>FY12: Odor from heating system in gym</p>	<p>FY11: No comment on this issue.</p> <p>FY12: Dust level high in rooms 10 &amp; 20</p>
Wells Road	<p>FY11: Presently, there are a very small number of reported concerns by the staff</p> <p>FY12: Same overall comment</p>			
Kearns	<p>FY11: Generally satisfied with air quality; need better dusting in some areas and have heating issues.</p> <p>FY12: Same overall comment</p>	<p>FY11: Room 23 has mildew smell on carpet where hot water pipe leaked.</p> <p>Fy12: Same comment</p>	<p>FY11: A number of rooms need more frequent dusting.</p> <p>FY12: Same comment</p>	

**Regular Board of Education Meeting – Approved Minutes  
February 1, 2012 7:00 p.m.  
Central Services**

**Attendance Taken at 6:47 p.m.:**

Present Board Members:

Jenny Emery  
Lynn Guelzow  
Cal Heminway  
Benjamin Perron  
Rosemarie Weber  
Matthew Wutka  
Sean Goodridge (Student Representative)  
Jennifer Lengvarsky (Student Representative)

Absent Board Members:

Edward Ohannessian

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

**I. Public Comment**

There were no public comments this evening.

**II. Administrative Reports**

A Motion was made by Ben Perron and seconded by Jenny Emery to amend the agenda and move the Language Arts discussion and CAPSS Improvement Plan to Administrative Reports. This Motion passed unanimously at 7:02 p.m.

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

- Mr. Addley welcomed high school staff members, students and parents who were here to present for Schools in the Spotlight this evening.
- Last Friday was a professional development day for secondary schools to work on NEAS&C and writing rubrics.
- Members of a Chinese delegation and the State Dept. of Education will be visiting the high school on February 7<sup>th</sup>.
- Congratulations to Cailin Tennis who is the winner of the DAR American History contest. Cailin's essay will be entered into state competition.
- ZippSlip (an on-line permission slip program) has been rolled out to Kearns School. ZippSlip will be coming to the secondary schools by the end of the year/beginning of next school year.
- Thank you to the community for their support in the referendum vote for the athletic facility and electronics lab.
- A reminder that school will be OPEN on Monday and Tuesday, February 20 and 21.
- There will be a Superintendent's Forum on Thursday, February 16<sup>th</sup> at 7:00 p.m. in the high school chorus room.

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

- Mid-terms are over and schedules for the second semester have started.
- Students are starting to register for courses on-line through the parent portal.
- The French and Spanish Honor Society will be visiting the middle school on Wednesday and Thursday to inform incoming students about taking a language at the high school.
- Granby's Got Talent was held last Sunday and this Saturday a Coffeehouse will be held at 7:00 p.m. in the high school commons.
- Chorus will be selling singing valentines on Valentine's Day.
- Thursday is job shadow day – students will be getting experiences at local businesses.
- The boys' and girls' basketball teams won against Bolton yesterday and hockey lost on Saturday against East Catholic.

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

Dr. Law introduced high school unified arts teachers Mr. Barnett, Technology, Ms. Jacques, Food and Nutrition, and Mr. Holding, Technology. Mr. Barnett spoke about the robotics program; Ms. Jacques spoke about the culinary classes at the high school as well as the Teen Battle Chef Program and their recent win against Farmington High School; and, Mr. Kolding spoke about the engineering drawing and wood shop classes. Students also spoke about each of these classes as well as projects they have worked on.

## **III. Consent Agenda**

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

A Motion was made by Matt Wutka and seconded by Jenny Emery to adopt the consent agenda. This Motion passed unanimously at 8:50 p.m.

## **IV. Old Business**

### **IV.A. FY13 Budget/Quality &Diversity (Q&D) Budget Update**

The \$100,000 funds available for technology will be discussed at the next board meeting. The three-board meeting was held on Monday night and the Board of Finance's direction for the education budget increase will be in the range of 1.5%. The Plus One budget drafted by Mr. Addley is in this range. With regard to the Q&D budget, Mr. Addley advised the Board that his proposal to deploy some of the balance is appropriate. The funds must not be used to offset existing programs (already funded through the operating budget), and the balance in Q&D is projected to grow significantly if it is not utilized for the items identified but not yet included in the operating budget, with the highest priority being all day kindergarten. The Board asked to know the priority order with regard to the possible use of the additional Q&D funds, which Mr. Addley agreed to provide.

Mr. Wutka asked for more information about changes in the curriculum for high school honors programming, and Mr. Addley agreed to provide additional information to the curriculum committee.

## **V. New Business**

### **V.A. Language Arts**

Mr. Michael Dunn, K-12 Language Arts Supervisor, updated to the Board with regard to Language Arts; specifically, analyzing and synthesizing information as readers and articulating and defending a position as writers. He spoke about the increase in tracking performance data to target learning needs and plan instruction. Mr. Dunn stated there will be an increased focus on writing this year district-wide.

## **V.B. CAPSS Continuous Improvement Plan**

Mr. Addley provided an overview of a proposal from CAPSS (Connecticut Association of Public School Superintendents) to transform schooling in Connecticut to be globally competitive. There are 140 recommendations in this proposal in 9 different areas: Raise the bar; start with early childhood; retool assessments and accountability; offer more options and choices; reform leadership; boost quality; involve students and parents; leverage technology; and, continue transformation. CAPSS has had conversations with the legislature as well as with CABA and the CEA about this proposal and there seems to be agreement among these groups that change is necessary. Mr. Addley stated that Granby is in a very good position at this point in time.

## **V.C. Budget Transfer**

A motion was made by Matt Wutka and seconded by Jenny Emery to transfer \$41,000 from the operating budget to the Central Office secretaries' account. This Motion passed unanimously at 9:22 p.m.

## **VI. Miscellaneous**

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

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

This Committee met this evening and discussed: the Director of Curriculum's monthly report; upcoming CMT and CAPT testing; book review for new text, *The Hunger Games*; language arts curriculum; summer school is scheduled for July 2-22 and GEF global academy will be last two weeks in June; and, the technology committee. Jenny Emery agreed to be the Board Representative.

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

This Committee has not met.

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

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

The Board discussed the Three-Board Meeting earlier this evening.

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

CREC -There was an article in the Hartford Courant about Great Path Academy. CABA - Mr. Heminway attended a meeting yesterday about waivers related to No Child Left Behind, to be sought at the state level.

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

There was nothing new to report.

#### **VI.B.4. District Efficiency Initiatives**

First quarter efficiencies at all of the schools will be reported at the next meeting.

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

The calendar of events is as presented.

**VI.D. Board Member Announcements**

A new date and time was proposed for the Board Retreat - March 1<sup>st</sup> at 5:30 p.m.

Mr. Heminway stated he had a conversation with Fran Brady about changing the mission of CPPAC as well as starting building committee for the athletic project. There will be a meeting this Saturday at 9:30 a.m. at Board of Selectmen's meeting room.

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

A Motion was made by Jenny Emery and seconded by Matt Wutka to adjourn the meeting. This Motion passed unanimously at 9:35 p.m.

Respectfully submitted,

Linda Powell  
Board Recorder

Jenny Emery  
Board Secretary

# 21<sup>ST</sup> CENTURY LEARNING COLLEGE, CAREER, LIFE PREPARED

Presented by Diane Dugas, Director of Curriculum, Teaching and Learning and  
Jon Lambert, Director of Technology

# GRANBY VISION, MISSION

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

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

# MYTHS AND OPPORTUNITIES

## MYTHS

- ▶ Technology will increase student achievement
- ▶ Devices in the classroom will invite distractions
- ▶ Teachers will teach less
- ▶ Literacy today is only reading, writing, listening and speaking


## OPPORTUNITIES

- ▶ Understand and respect different points of view
- ▶ Teach social and ethical responsibility regarding use of the web
- ▶ Engage students in 21<sup>st</sup> century critical thinking, analyzing and problem solving by infusing real time research
- ▶ Provide for personalized learning through student choice, interest and increased participation

# 21<sup>ST</sup> CENTURY LEARNING



# 21<sup>ST</sup> CENTURY TOOLS FOR LEARNING

- ▶ Access to information and research
  - ▶ Google App's for Education
  - ▶ Multimedia
  - ▶ Web 2.0 Tools
  - ▶ World-wide connectedness for solving problems
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# DRIVING FORCES SCHOOL REFORM INITIATIVES

- ▶ National Technology Goals
  - ▶ New Literacies3 Year State Technology Plan
  - ▶ 3 Year State Technology Plan
  - ▶ CAPSS NEXT Report
  - ▶ High School Reform
  - ▶ Common Core State Standards
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# NATIONAL TECHNOLOGY GOALS

1. Use technology to help raise the percentage of young people with two and four year college degrees from 39 to 60 percent by 2020
2. Provide “broadband everywhere” to serve learners inside and outside schools
3. Put computing devices in the hands of every student.
4. Make connectedness the hallmark of effective teaching

► Source: Office of Educational Technology, US Department of Education (2010)

# NEW LITERACIES

- ▶ Internet Literacy
- ▶ Digital Literacy
- ▶ Multi-media Literacy
- ▶ Information Literacy
- ▶ ICT Literacy
- ▶ Computer Literacy

# 3 YEAR TECHNOLOGY PLAN

## ▶ Goal 1: Engaging and Empowering Learning Experiences

All learners will have engaging and empowering learning experiences both inside and outside of school that prepare them to be active, creative, knowledgeable and ethical participants in our globally networked society.

## ▶ Goal 2: Assessment

At all levels, our education system will leverage the power of technology to measure what matters and use assessment data for continuous improvement.

## ▶ Goal 3: Connected Teaching and Learning

Professional educators will be supported individually, and in teams, by technology that connects them to data, content, resources, expertise and learning experiences that can empower and inspire them to provide more effective teaching for all learners.

# 3 YEAR TECHNOLOGY PLAN

- ▶ Goal 4: Infrastructure for Teaching and Learning

All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.

- ▶ Goal 5: Productivity and Efficiency

At all levels, our education system will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.

	2012-2013	2013-2014	2014-2015	2015-2016
<b>Student Technology</b>	<p>BYOD for grades 7-12</p> <p>Criteria: Minimum 6 inch screen device or larger, wireless capable with standard web browser (lap top, tablet)</p>	<p>BYOD for grades 5-6</p> <p>Criteria: Minimum 6 inch screen device or larger, wireless capable with standard web browser (lap top, tablet)</p> <p>Grades 5-12 Use F/R lunch numbers to purchase HHD for equity, providing to those that may not have.</p>	<p>BYOD 3-4</p> <p>Criteria: Minimum 6 inch screen device or larger, wireless capable with standard web browser (lap top, tablet)</p> <p>Grades 3-12 Use F/R lunch numbers to purchase HHD for equity, providing to those that may not have.</p>	K-2 TBD
<b>Teacher Technology</b>	<p>During replacement cycle replace current desk tops with laptops</p>	<p>During replacement cycle replace current desk tops with laptops</p>	<p>During replacement cycle replace current desk tops with laptops</p>	<p>During replacement cycle replace current desk tops with laptops</p>
<b>Infrastructure</b>	<p>High School/Middle School Wireless</p> <p>Cost = \$100,000 - Hardware Cost = \$24,000 Wiring (Small cap)</p> <p>Identify security platform</p>	<p>Intermediate schools Kelly and Wells Wireless</p> <p>Cost = \$60,000 Cost = \$12,000 Wiring (Small cap)</p>	<p>Kearns Wireless</p> <p>Cost = \$30,000 Cost = \$16,000 Wiring (Small cap)</p>	
<b>Professional Development</b>	<p>PD on policy, Media tech and Information Literacy Standards</p> <p>Summer technology institute</p> <p>Curriculum integration of the media literacy standards</p>	<p>Job embedded PD on standards, curriculum integration and technical use</p> <p>Summer technology institute</p> <p>Curriculum integration of the media literacy standards</p>	<p>Job embedded PD on standards, curriculum integration and technical use</p> <p>Summer technology institute</p> <p>Curriculum integration of the media literacy standards</p>	<p>Job embedded PD on standards, curriculum integration and technical use</p>
<b>Policy</b>	<p>Update Acceptable Use Policy - Spring 2012</p> <p>Summer 2012 - Parent info. night</p>	<p>Annual review of policies Incorporate parent communication into parent nights and open houses</p>		

# NETWORK EXPANSION - REQUIREMENTS

- ▶ Based on our wireless survey 190 wireless access points are required to cover all school classrooms and common areas.
- ▶ Each wireless access point will server 30-50 plus high speed staff and/student connections to the network
- ▶ The network must be designed for computers, tablets, and smart phones.
- ▶ The network must be designed for performance and to accommodate growth.
- ▶ Each wireless access point must be dual-band and provide coverage for both 2.4 GHz and 5 GHz devices.
- ▶ Each wireless access point must support 802.11n networking standards and be backwards compatible with B and G networking standards.

# SECURITY

- ▶ BYOD – Wi-Fi devices will receive internet service only. They will not be permitted to connect to the Granby Public Schools local network without explicit permission.  
(Local =district resources accessed by employees only)
- ▶ Devices must authenticate and connect through the district's filtered Wi-Fi internet connection
- ▶ Users must agree and adhere to our district Acceptable Use Policy

# POLICY IMPLICATIONS

- Continue to review technology “use” policies annually - make adjustments as needed
- Revise student “Acceptable Use Policy”
- Annual update of technology brochure sent home to parents each fall
- Revise policy [5131.81](#) (Students - Possession of Beepers, Paging Devices/Cellular Telephones & Laser Pointers)

# POLICY AND COMMUNICATION

- Update Acceptable Use Policy for students and teachers – Spring 2012
- Parent Information Session – Spring/Summer 2012
  - Recommended device – Six inch screen device or larger, wireless capable with standard web browser (lap top, tablet)
- Incorporate parent information into Open House and Parent Evenings

# QUESTIONS

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### **Technology in the Classroom: Myths and Opportunities**

#### **Myth – The use of technology will increase student achievement**

Technology in classrooms is about student engagement. Technology is a standard 21<sup>st</sup> century tool of our daily life. Using technology to convey content more powerfully and efficiently increases student engagement. Highly engaged students coupled with highly effective teacher's increases student achievement.

*(Research shows providing information through a variety of modalities and sources helps students understanding of material, Marzano 2009)*

#### **Myth – Allowing students to use hand held technology devices in the classroom will invite distractions**

Having students stay focused on a task requires excellent lesson design and teacher planning with or without the use of technology. Avoiding students writing a note or texting a friend isn't solved by eliminating technology, but rather providing purposeful use of learning tools and effective classroom supervision. Focusing the social networking on learning and simply applying discourse and reflection through technology is 21<sup>st</sup> century learning. **(Heidi Hayes-Jacobs, 21<sup>st</sup> Century Learning, 2010, ASCD.)**

#### **Myth - With increased use of technology teachers will teach less**

Teachers who use technology to disseminate information free up their instructional time to more productively help students analyze, synthesize and summarize material **(Johnson, Smith and Levine, 2010; The Tomorrow Project, 2010)**

#### **Myth – Literacy today is reading, writing, listening, speaking**

Literacy in the 21<sup>st</sup> Century classroom also includes digital literacy which includes:

- The ability to use information well – to find it, consume it, analyze it, and leverage it to solve problems.

- The ability to use media and digital technologies to communicate and collaborate effectively.
  - The ability to demonstrate digital citizenship in a globally networked society.
- (Professor Don Leu, University of Connecticut, New Literacies Research Team)**

**Using technology in the classroom provides opportunity to:**

- **Understand and respect different points of view**
- **Connect learning globally**
- **Teach social and ethical responsibility regarding use of the web**
- **Engage students in 21<sup>st</sup> century critical thinking, analyzing and problem solving by infusing real time research into classes**
- **Provide for personalized learning through student choice, interest and increased participation**
- **Become college and career ready as digital literacy is an integral part of daily life, college and the work force.**

## Excerpt from Quality & Diversity (Q&D) Board Memorandum 1-25-12

### Possible use of additional Q&D funds:

#### *OLD*

1. Anticipated legislative priorities/mandates (ie: Early Childhood, Secondary School Reform)
2. Support services for all students
3. Implement full-day kindergarten
4. Support for a section of Mandarin Chinese III
5. Expand world languages into elementary schools
6. Professional development opportunities for staff
7. Increase summer school opportunities/enrichment activities
8. Support for extracurricular clubs
9. Instructional coach(es) to support teachers in meeting the needs of all students
10. Reallocate funds for capital purchases and/or operating expenses

#### *NEW - Prioritized*

1. Anticipated legislative priorities/mandates (ie: Early Childhood, Secondary School Reform)
2. Support for a section of Mandarin Chinese III
3. Implement full-day kindergarten
4. Expand world languages into elementary schools
5. Instructional coach(es) to support teachers in meeting the needs of all students
6. Professional development opportunities for staff
7. Increase summer school opportunities/enrichment activities
8. Support services for all students
9. Support for extracurricular clubs
10. Reallocate funds for capital purchases and/or operating expenses



**STRATEGIC SCHOOL PROFILE 2010-11****Granby School District**

ALAN ADDLEY, Superintendent

Location: 15b North Granby Road  
Granby,  
Connecticut

Telephone: (860) 844-6081

Website: [www.granby.k12.ct.us](http://www.granby.k12.ct.us)


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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: Hartford

Town Population in 2000: 10,347

1990-2000 Population Growth: 10.4%

Number of Public Schools: 5

Per Capita Income in 2000: \$33,863

Percent of Adults without a High School Diploma in 2000\*: 7.8%

Percent of Adults Who Were Not Fluent in English in 2000\*: 0.4%

District Enrollment as % of Estimated. Student Population: 96.0%

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\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2010	2,235
5-Year Enrollment Change	0.4%

**DISTRICT GRADE RANGE**

Grade Range	K - 12
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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	164	7.3	8.4	34.1
K-12 Students Who Are Not Fluent in English	9	0.4	2.0	5.6
Students Identified as Gifted and/or Talented*	106	4.7	6.4	4.0
PK-12 Students Receiving Special Education Services in District	170	7.6	10.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	103	93.6	91.3	80.2
Homeless	8	0.4	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	63	16.4	12.1	13.2

\*0.0 % of the identified gifted and/or talented students received services.

**SCHOOL DISTRICT DIVERSITY**

<b>Student Race/Ethnicity</b>		
<b>Race/Ethnicity</b>	<b>Number</b>	<b>Percent</b>
American Indian	5	0.2
Asian American	24	1.1
Black	86	3.8
Hispanic	66	3.0
Pacific Islander	0	0.0
White	2,018	90.3
Two or more races	36	1.6
Total Minority	217	9.7

**Percent of Minority Professional Staff:** 1.6%

**Open Choice:**

75 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

**Non-English Home Language:**

1.3% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 15.

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**EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION**

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Granby continues to address racial, ethnic and economic isolation through district curriculum and through opportunities for students to participate in a variety of inter-district initiatives. Granby has participated in Open Choice (formerly Project Concern) since its inception and has the highest percentage of Open Choice students in the state (3.4%). For many years, Granby has been one of the highest participating districts in the state. Twenty-three students attended the F.M. Kearns Primary School including eight kindergarten students who attended a full-day program supported by the Early Beginnings Program. There were also twenty-three students that attended the Wells Road and Kelly Lane Intermediate Schools. Thirty Hartford students attended the Granby Memorial Middle and High Schools during the 2010-11 school year. Extracurricular and co-curricular activities such as band and chorus have been creatively scheduled to ensure participation for the students in the Open Choice Program. Thirty students from the Open Choice Program participated in one of the school's summer school programs. A District Outreach Coordinator, Choice Intervention Specialists and school social worker all help to support the program. SERC is assisting the district in its plan to realize equity of outcomes for students participating in the Open Choice Program. Twenty students attended the Greater Hartford Academy of the Arts and Greater Hartford Academy of Math and Science with tuition support. A total of thirty-five students attended inter-district and host Hartford host magnet schools. Twelve high school students also participated in career-based programs offered by Asnuntuck Community College. With the elimination of state funding, this was the last year of the long-standing partnership between Granby Public Schools, the Hartford Public Schools and the Holcomb Farm Learning Centers. The program brings over 300 elementary students during the summer and during the school year to engage in scientific exploration within the theme of the environments of town, farm and city. Granby is also partnered with Bloomfield High School through the Vanguard Schools Program and with two Hartford elementary schools through the Discovery Center. Granby schools are committed to international trips and student exchange programs with countries such as Japan, Spain and France. The introduction of Mandarin Chinese as a language is enhanced by relationships with two Sister Schools in the Shandong Province. Teachers and students benefit from participating in a variety of diversity workshops and experiences. The Granby school system has a growing reputation for excellence. The Hartford Magazine and Connecticut Magazine have consistently recognized the school district's performance in its small town category and has recognized the high school as one of the best in the Greater Hartford area. Student achievement is extremely high and included an impressive list of college acceptances by the 2011 graduating class, the recognition of Granby Memorial Middle School as the Connecticut Association of Schools' Middle School of the Year and the announcement of Kelly Lane Intermediate School as a Federal Blue Ribbon School.

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### STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	79.0	58.4	88.1
Writing	76.0	61.1	71.4
Mathematics	74.5	63.0	67.1
Grade 4 Reading	76.2	62.5	66.3
Writing	87.0	65.5	90.2
Mathematics	87.2	67.0	86.0
Grade 5 Reading	86.8	61.4	95.7
Writing	84.3	66.8	81.0
Mathematics	93.5	72.5	97.5
Science	86.0	59.9	93.3
Grade 6 Reading	93.0	76.0	88.1
Writing	80.0	65.2	74.4
Mathematics	90.6	71.3	82.1
Grade 7 Reading	95.2	77.8	93.0
Writing	73.1	58.9	63.3
Mathematics	93.7	68.4	97.4
Grade 8 Reading	87.3	74.7	66.2
Writing	79.4	64.8	65.0
Mathematics	92.9	66.6	97.5
Science	87.5	63.1	91.7

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	70.7	44.7	87.1
Writing Across the Disciplines	81.3	61.2	79.7
Mathematics	83.9	49.5	95.5
Science	83.9	47.0	100.0

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	60.2	51.0	68.8

<b>SAT® I: Reasoning Test Class of 2010</b>		<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Lower Scores</b>
% of Graduates Tested		83.9	70.6	
Average Score	Mathematics	559	510	87.8
	Critical Reading	551	505	88.5
	Writing	541	510	77.9

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

<b>Graduation and Dropout Rates</b>	<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Less Desirable Rates</b>
Graduation Rate, Adjusted Cohort Rate 2010	98.9	91.8	88.6
2009-10 Annual Dropout Rate for Grade 9 through 12	0.4	2.8	71.2

<b>Activities of Graduates</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education (Degree and Non-Degree Programs)	87.8	84.8
% Employed (Civilian Employment and in Armed Services)	12.2	9.1

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

<b>Full-Time Equivalent Count of School Staff</b>	
General Education	
Teachers and Instructors	134.70
Paraprofessional Instructional Assistants	28.50
Special Education	
Teachers and Instructors	18.50
Paraprofessional Instructional Assistants	45.86
Library/Media Specialists and/or Assistants	9.71
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	7.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	4.00
Counselors, Social Workers, and School Psychologists	14.00
School Nurses	5.40
Other Staff Providing Non-Instructional Services and Support	95.68

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

<b>Teachers and Instructors</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Average Years of Experience in Education	12.0	14.4	13.9
% with Master's Degree or Above	76.4	86.1	79.0

<b>Average Class Size</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Grade K	15.7	17.5	18.4
Grade 2	21.9	19.8	19.9
Grade 5	21.8	22.1	21.2
Grade 7	24.2	21.3	20.6
High School	19.7	20.2	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	982	973	987
Middle School	986	1,019	1,017
High School	1,019	987	1,009

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.9	3.1	3.1
Middle School	2.4	2.3	2.4
High School	2.3	2.5	2.2

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2009-10

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$16,124	\$7,087	\$8,232	\$7,924	\$8,237
Instructional Supplies and Equipment	\$1,226	\$539	\$299	\$277	\$300
Improvement of Instruction and Educational Media Services	\$895	\$393	\$477	\$512	\$463
Student Support Services	\$1,645	\$723	\$875	\$936	\$872
Administration and Support Services	\$2,816	\$1,238	\$1,433	\$1,373	\$1,459
Plant Operation and Maintenance	\$2,931	\$1,289	\$1,421	\$1,384	\$1,410
Transportation	\$1,156	\$567	\$701	\$623	\$692
Costs for Students Tuitioned Out	\$923	N/A	N/A	N/A	N/A
Other	\$584	\$257	\$161	\$162	\$159
<b>Total</b>	<b>\$28,298</b>	<b>\$12,011</b>	<b>\$13,878</b>	<b>\$13,518</b>	<b>\$13,780</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$446	\$196	\$1,622	\$1,178	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,058,425	17.9	20.5	21.5

**Revenue Sources, % of Expenditures from Source.** Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	71.7	20.5	5.1	2.8
Excluding School Construction	72.8	19.3	5.1	2.8

**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Granby Board of Education is committed to allocating an equitable level of material and financial resources among district schools. As part of the long-range fiscal plan for large capital projects, small capital expenditures and operating budgets within the Town of Granby, the Board of Finance, Board of Selectmen, and Board of Education generally enter into a Statement of Commitment. This Statement of Commitment establishes a maximum increase for the operating budget. The Administrative Team develops a budget proposal within these parameters. Distribution of funds within the budget is driven primarily by enrollment needs. Board of Education class size guidelines are used to determine the number of additional teachers and support personnel required in each building. This data is also used to determine the level of funding for instructional support such as instructional supplies. Decisions about new programs and textbooks are made as part of a curriculum review cycle. The development of the annual budget also includes an examination of student assessment results, program evaluations, state legislation and accreditation recommendations. All administrators are actively engaged in the budget development and presentation process. The Board has also adopted policies (Comparability of Services & Nondiscrimination in the Instructional Program) to ensure the equitable allocation of resources. A Quality & Diversity fund supports the district’s efforts to reduce racial, ethnic and economic isolation. Funds are used to support direct needs of our Choice students, pay magnet school tuitions and support various other enrichment activities for Granby students.

**SPECIAL EDUCATION**

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible 176  
 Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities 7.9%

<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	13	0.6	1.2	1.1
Learning Disability	59	2.7	3.3	3.9
Intellectual Disability	7	0.3	0.3	0.4
Emotional Disturbance	13	0.6	0.5	1.0
Speech Impairment	40	1.8	1.8	2.2
Other Health Impairment*	41	1.9	2.2	2.1
Other Disabilities**	3	0.1	0.7	0.9
<b>Total</b>	<b>176</b>	<b>7.9</b>	<b>10.0</b>	<b>11.6</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2009-10 with a Standard Diploma	80.0	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

**STATE ASSESSMENTS**

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	74.5	33.0	86.4	68.6
	Writing	33.3	19.3	79.8	63.7
	Mathematics	63.5	33.4	88.8	68.2
	Science	35.3	21.2	86.7	61.5
CAPT	Reading Across the Disciplines	N/A	N/A	70.7	44.7
	Writing Across the Disciplines	10.0	17.3	81.3	61.2
	Mathematics	N/A	N/A	83.9	49.5
	Science	30.0	13.1	83.9	47.0

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	3.7
	% With Accommodations	96.3
CAPT	% Without Accommodations	33.3
	% With Accommodations	66.7
% Assessed Using Skills Checklist		5.4

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	1	0.6
Private Schools or Other Settings	10	5.7

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	158	89.8	78.0	74.1
40.1 to 79.0 Percent of Time	5	2.8	14.9	14.9
0.0 to 40.0 Percent of Time	13	7.4	7.1	11.0

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The Granby Board of Education has adopted a new vision, mission and five-year achievement goal for the district. All Granby schools have developed a data-based school improvement plan to guide continuous improvement efforts around the mission and achievement goal. The Board and community have also developed a blueprint of priorities which guides the direction of the school system. The three strategic initiatives that will frame the work are: (a) the focus on student learning; (b) the implementation of professional learning communities within the schools; and, (c) the promotion of fiscal accountability and community involvement. The district is committed to the structures and culture of professional learning communities (PLC) as its process for district improvement. Time has been allocated during the school day for all teachers to work collaboratively on improvement initiatives. All teachers received training in the work of professional learning communities. Principals provide PLC leadership for their buildings. The major emphasis across the district includes the development of a new elementary language arts curriculum, the implementation of timely interventions for all students during the school day, the equity of outcomes for all students, the development of a standards'-based curriculum, and the use of PLC team time to support the work of the district achievement goal. The recommendations from a program review of special education are providing insight into the most efficient and effective use of resources to support the learning of struggling students. The district continues to implement K-12 administrative classroom walkthroughs to help develop administrators' and teachers' understanding of what constitutes good instruction and to support principals in addressing their instructional problems of practice. The district is characterized by student and adult learning practices. Teachers observe each other's classes and a cohort of teacher annually participate in a year-long Teachers Leadership Academy facilitated by the district administration. The new vision for the district is that every student educated in the Granby Public Schools will graduate on time, prepared for 21st Century citizenship. The mission calls for students to be powerful thinkers, effective collaborators and compassionate contributors. Service is woven into the fabric of our schools. Programs that support citizenship include advisor/advisee groups, adventure clubs, responsive classroom activities, and a rich variety of community service opportunities many of which directly supported cancer research. Parents are actively engaged in the planning and improvement of school programs through serving on Parent Advisory Councils, Leadership Council, Superintendent Forums, volunteering in schools and classrooms, and attending parent workshops and informational events. Annually, parents raise a huge amount of funds to help support the schools. For the past few years, the Board has been working closely with the Town Youth Center, Social Services, the police department and the Board of Selectmen to address the social and behavioral needs of students in grades 7-12. This includes the use of a district-wide student survey on behaviors and attitudes, community conversations and the development of a town-wide follow-up action plan. Use of the local community television station, standards-based report cards, and an interactive website that utilizes teacher websites, access to on-line grades, the ability to register on-line, sign up and pay for field trips on-line, and the use of blogs and community forums have helped to increase school-parent communication.

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**STRATEGIC SCHOOL PROFILE 2010-11**

High School Edition

**Granby Memorial High School****Granby School District**

PATRICIA D. LAW, Principal  
 KIMBERLY CALCASOLA, Asst. Principal  
 KATHLEEN L. SUTTON, Asst. Principal  
 Telephone: (860) 844-3014

Location: 315 Salmon Brook Street  
 Granby,  
 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: 9 - 12

**STUDENT ENROLLMENT**

Enrollment on October 1, 2010: 785  
 5-Year Enrollment Change: 18.0%

District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	45	5.7	8.5	29.3
Students Who Are Not Fluent in English	0	0.0	0.9	3.6
Students Identified as Gifted and/or Talented	56	7.1	7.3	5.2
Students with Disabilities	54	6.9	9.6	10.7
Juniors and Seniors Working 16 or More Hours Per Week	63	16.4	12.1	13.2

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	18.5	18.4	18.8
Biology I	20.5	20.1	19.0
English, Grade 10	19.7	20.4	19.1
American History	19.3	21.4	20.1

**Language Instruction:**

Instruction was offered in the following language(s):  
 French, Mandarin, Spanish

Instructional Time	School	State High Schools
Total Days per Year	180	181
Total Hours per Year	1,019	1,009

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

**Lunch**

An average of 25 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2009-10 School Year	45.6	33.4

**Minimum Graduation Credits**  
The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2010	21.0	21.9	26.4

% of Class of 2010 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	100.0	92.6
Chemistry	80.6	72.3
4 or More Credits in Mathematics	86.7	66.0
3 or More Credits in Science	92.8	90.1
4 or More Credits in Social Studies	49.4	54.3
Credit for Level 3 or Higher in a World Language	62.8	60.7
2 or More Credits in Vocational Education	50.0	57.4
2 or More Credits in the Arts	32.2	40.5

**Class of 2010**

This school required more than the state minimum number of credits for graduation in social studies, world language, health

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	0.8	3.5
% of Gifted and/or Talented Students Who Received Services	0.0	50.5	34.3
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	90.7	76.0	74.8

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.3	2.5	2.2
% of Computers with Internet Access	100.0	100.0	99.5
% of Computers that are High or Moderate Power	100.0	99.2	98.2
# of Print Volumes Per Student*	22.3	15.4	16.5
# of Print Periodical Subscriptions	47	54	37

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**Interactive Distance Learning:**

This school utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 34.4% of high schools in the state utilize interactive distance learning.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		
General Education:	Teachers and Instructors	50.40
	Paraprofessional Instructional Assistants	5.00
Special Education:	Teachers and Instructors	6.00
	Paraprofessional Instructional Assistants	8.00
Library/Media Specialists and/or Assistants		2.57
Administrators, Coordinators, and Department Chairs		3.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		6.00
School Nurses		1.40
Other Staff Providing Non-Instructional Services and Support		16.63

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

<b>Teachers and Instructors</b>	<b>School</b>	<b>High Schools</b>	
		<b>DRG</b>	<b>State</b>
Average Number of Years of Experience in Education	13.0	14.3	14.1
% with Master's Degree or Above	80.3	85.1	75.8
Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	6.5	8.3	8.1
% Assigned to Same School the Previous Year	88.5	90.5	90.3

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

At Granby Memorial High School, we are committed to supporting the family's role in the education of their students by offering a variety of programs to involve parents in the high school process. At GMHS we feel it is important to regularly bring parent and faculty together to provide support and information about the high school experience and in preparation for steps beyond the high school. Therefore, we offer an open house, class nights, parent/teacher conferences, and celebrations throughout the year. In addition to these events, GMHS has a variety of web-based communication resources to provide on-going and up-to-date communication with parents. Our website has daily announcements and a calendar of upcoming events. GMHS also produces a monthly newsletter for parents which contains a message from the principal, department updates, and sports/clubs events. We utilize Power School for student grading and progress monitoring. In addition, our guidance department uses Naviance to work with students and parents with college planning, course selections and career development planning. Academic communications are provided through the teacher web sites email, phone calls and sharing of course work with families. For families who do not have technology to receive electronic school communications, we mail hard copies. Throughout the year, we involve parents in school improvement and planning processes. We have monthly Parent Advisory Committee (PAC) meetings. These meetings provide parents with insight into upcoming events and opportunities for involvement in high school activities. PAC is also utilized as a venue for parents to provide insight and input into the development of the high school culture and action around big ideas. Other areas of parent participation are : 1. Athletic Boosters and Band & Chorus Booster organizations; 2. Involvement and support of the parents in district's annual operating budget process; 3. Organization of the safe after graduation party by parents; and 4. Annual school improvement surveys administered to parents.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	7	0.9
Black	19	2.4
Hispanic	19	2.4
Pacific Islander	0	0.0
White	726	92.5
Two or more races	13	1.7
Total Minority	59	7.5

**Percent of Minority Professional Staff :4.2**

**Open Choice:**

17 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

**Non-English Home Language:**

0.5 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 3

### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

GMHS has participated in Project Choice since its inception, with 17 Hartford students participating during 2010-2011. Hartford students enjoy the same opportunities as Granby students. GMHS students have the opportunity to attend inter-district magnet schools. BOE currently supports tuition for 24 students at the Greater Hartford Academy of Performing Arts, the Greater Hartford Academy of Math and Science, Sports and Medical Sciences Academy, and the University High School of Science and Engineering. In addition, GMHS students are eligible to attend the Oliver Wolcott Vocational Technical School and the Suffield AgriScience Program. During the 2010-2011 school year 13 students attended one of these vocational programs. Tuition was also provided for 17 students to enroll in the Asnuntuck College Connections Program, a technology-based program. Opportunities also exist for students to attend Great Path Academy and Big Picture School. The school continues collaboration with Bloomfield High School as part of a collaborative learning experience related to environmental science, agriculture and food. GMHS is committed to heterogeneous grouping of students. Any student has the ability to enroll in the course(s) of their choice, regardless of recommendation. The high school continues its commitment to international experiences for students through school trips, exchange programs and three world language programs – French, Spanish and Mandarin Chinese. The school's community service requirement for graduation promotes activities that help reduce racial, ethnic and economic isolation. In addition, GMHS provides a full range of sports, activities and clubs, including the Bridges Group (a diverse and concerned group of students who guide programs to create acceptance for all students at GMHS) which provide enriched and diverse opportunities for students to work collaboratively to create a culture of acceptance and understanding of diverse perspectives. Lastly, during the past two years, GMHS has participated in a district wide study group to investigate how to reduce the achievement gap. As part of the study group, the school participated in a data analysis of the equity of educational outcomes for all students in the school and has developed broad action plans to begin to address the gaps and needs identified.

### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	82.2	51	97.8

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2009-10	School	State High Schools
Number of Courses for which Students were Tested	21	10.6
% of Grade 12 Students Tested	40.2	24.2
% of Exams Scored 3 or More*	83.5	72.5

\*A score of three or higher is generally required for earning college credit.

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	71.4	44.7	91.6
Writing Across the Disciplines	82.2	61.2	84.9
Mathematics	84.7	49.5	96.9
Science	84.3	47.0	100.0

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

**SAT® I.** The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2010	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	559	510	90.8
Critical Reading	551	505	90.2
Writing	541	510	82.6
% of Graduates Tested	83.9	70.6	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	93.4	91.8	75.0
2009-10 Annual Dropout Rate for Grade 9 through 12	0.4	2.8	73.7

Activities of Graduates	School	State
% Pursuing Higher Education	87.8	84.8
% Employed, Civilian and Military	12.2	9.1

Student Attendance	School	State High Schools
% Present on October 1	97.3	93.3

**Disciplinary Offenses**

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2009-10 school year, 43 students were responsible for these incidents. These students represent 5.6% of the estimated number of students who attended this school at some point during the 2009-10 school year.

**Truancy**

During the 2009-10 school year, 13 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	1	0
Theft	4	5
Physical/Verbal Confrontation	4	1
Fighting/Battery	6	0
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	6	0
School Policy Violations	10	24
Total	32	30

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## SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

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The following narratives was submitted by this school.

In 2006, GMHS was the first public high school in the state to be recognized as Connecticut Vanguard High Performing School. The Vanguard Schools program identifies and recognizes schools that exhibit high student achievement and evidence of best educational practices. Connecticut Academic Performance Test (CAPT) scores for students scoring at the proficient and goal levels have increased steadily over the past six years. GMHS has experienced significant growth in the past 10 years on CAPT with the percentage of students at or above state goal in Math increasing from 48.5% to 83.9%, Science has increased from 64.8% to 83.9%, Reading Across the Disciplines from 59.5% to 70.7%, and Writing Across the Disciplines from 59.4% to 81.3%. Our Scholastic Aptitude Test (SAT) scores and participation rates continue to remain high with 84% of graduating seniors having taken the test. At GMHS, SAT scores on the verbal and math for 2010-2011 once again exceeded both the state and national averages. In order to support students in this effort, GHMS provides the PSAT test to all sophomores and juniors each October. Advanced Placement course enrollment, the number of AP tests offered, and student achievement continue to be strong. In 2010-2011, 321 tests in sixteen subjects were taken by 182 students. On those tests, 80% of the students scored a three or better. In addition, GMHS had two National Merit Scholar finalist and 2 National Merit Scholarship Commendations during the 2010-2011 school year. The school's academic progress has been profiled in a variety of publications for its accomplishments and practices including the 2006 Connecticut Association of Schools Professional Studies Monographs, the November 2006 edition of the Connecticut magazine, and was recognized as the #2 Small Town in Education in the state by Connecticut Magazine. Our work as a Professional Learning Community (PLC) continues to be the school's guiding process for increasing student achievement. The district is also developing a clear vision, mission and achievement goal to support and guide our work as a PLC. Specific school improvement initiatives being addressed by our school improvement plans include: 1) continued work on recommendations of the NEAS&C Accreditation for our five year report and addressing the recommendations from the Civil Rights Compliance site visit; 2) alignment of curriculum and instruction to develop global awareness and 21st century skills of our students; 3) alignment of the school's culture, programs, and practices with those of a Professional Learning Community; 4) extending programs, services, and opportunities that support the integration of students attending the high school from other

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## SUPPLEMENTAL SCHOOL INFORMATION

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

During the 2010-2011 school year, Granby Memorial High School evidenced many significant accomplishments: 1) Local, state and national recognition as a professional learning community; 2) The provision of a school based SAT prep course for GMHS students; 3) Continued utilization of smart board technology to support teaching and learning; 4) Development of the Student Support Center to support struggling students; 5) Reporting of students' performance on the school's academic, civic, and social learning expectations; 6) Increased parent participation in the school (volunteers, committees, recognition breakfasts, community agencies and groups); 7) Reduced drop-out rate; 8) Expanded curricular and co-curricular opportunities for students through additional sports, clubs, Virtual High School, Asnuntuck Community College and School-to-Career offerings; 9) Expanded student privileges and Student Government; 10) Implementation of the Developmental Guidance Program; 11) A unique community, work-based mentoring program; 12) Updated Senior Project program that provides 12th graders the opportunity to conduct in-depth studies of areas of interest to them while also improving their communication and presentation skills; 13) creation of Student Intervention Team (SAT) to provide a process to identify and support struggling students.

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**STRATEGIC SCHOOL PROFILE 2010-11**

Elementary School K-3 Edition

**Frank M. Kearns Primary School****Granby School District**

KIMBERLY J. DESSERT, Principal  
Telephone: (860) 844-3044

Location: 5 Canton Road  
Granby,  
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
School Grade Range: K - 2

**STUDENT ENROLLMENT**

Enrollment on October 1, 2010: 418  
5-Year Enrollment Change: -14.3%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	39	9.3	9.0	38.3
K-12 Students Who Are Not Fluent in English	4	1.0	0.7	7.7
Students with Disabilities	38	9.1	8.6	10.8
Students Identified as Gifted and/or Talented	0	0.0	1.6	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	103	93.6	93.6	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	290	94.5	95.6	91.6

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	961	987

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

**Type of Kindergarten:** This school offers half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	15.7	15.7	18.4
Grade 2	21.9	21.9	19.9

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art **	21	30
Computer Education **	18	15
English Language Arts **	450	491
Health **	18	18
Library Media Skills	0	19
Mathematics **	180	199
Music **	21	31
Physical Education **	42	37
Science **	90	72
Social Studies **	90	68
World Languages	0	8

**World Language**

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

**Lunch**

An average of 25 minutes is provided for lunch during full school days.

\*\* Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.0	0.7	7.5
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers.	92.1	91.5	81.3

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.1	2.9	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	100.0	92.9
# of Print Volumes Per Student*	25.6	24.2	29.5
# of Print Periodical Subscriptions	1	8	12

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		
General Education:	Teachers and Instructors	23.10
	Paraprofessional Instructional Assistants	12.50
Special Education:	Teachers and Instructors	5.50
	Paraprofessional Instructional Assistants	11.79
Library/Media Specialists and/or Assistants		1.00
Administrators, Coordinators, and Department Chairs		1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.67
Counselors, Social Workers, and School Psychologists		2.25
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		8.83

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	13.2	12.0	13.7
% with Master's Degree or Above	87.1	75.3	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	7.2	7.9	8.7
% Assigned to Same School the Previous Year	83.9	83.3	83.9

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

At F.M. Kearns Primary School staff is committed to supporting the role that parents play in the education of their children. Family/student handbooks acknowledge that it is our belief that education is the result of a collaboration that includes students, teachers, parents, administration, and members of the community. Parents are invited to Open Houses within the first weeks of school where teachers share curriculum expectations and expectations of parents and students. Each student's academic and social progress is reported to parents quarterly, and parent conferences are scheduled at the parents' and teachers' mutual convenience in November and March. Parent/teacher conversation is encouraged through parent meetings, telephone calls, notes, and email exchanges. Families of F.M. Kearns Primary School make critical contributions to student's achievement by providing a home environment conducive to learning. Teachers post messages and activities on their website that support curriculum and grade level expectations. Through weekly flyers and other topical handouts, classroom teachers suggest ways in which parents can best help with their children's learning. Our school's website posts information about our school, staff telephone numbers and email addresses, teacher web pages, and special school activities, presentations, and celebrations. A monthly newsletter is posted on the website to keep parents apprised of events and activities. The parents in Granby assist in classrooms, in the library media center, and as chaperones on field trips. Many parents share their personal knowledge and expertise with the students through classroom presentations. A dedicated PTO supports the school in all areas to support student success and promote learning. They work collaboratively with the school to foster learning opportunities for children and families. Monthly PTO meetings are held with mini presentations for parents. In all areas and programs, parent volunteers are welcome and valued. It is through the support of home and school that attributes to the students success.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	5	1.2
Black	22	5.3
Hispanic	12	2.9
Pacific Islander	0	0.0
White	371	88.8
Two or more races	8	1.9
Total Minority	47	11.2

**Percent of Minority Professional Staff:** 0.0%

**Open Choice:**

23 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

**Non-English Home Language:**

1.4% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 6.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

F.M. Kearns Primary School is dedicated to complete heterogeneity in grouping and to the full inclusion of special needs children. We rely on our school curriculum to encourage students to understand, respect, and celebrate how we are all different and how we are all the same. Library books, instructional texts, and other educational materials for purchase are reviewed to ensure that illustrations and themes reflect multiracial and multicultural considerations. The K-2 Social Studies curricula introduce students to more diverse communities. There are multicultural experiences that encourage children to learn about and share the background and culture of their families. Parents and family members are called upon to share their ethnic and cultural customs related to holidays and other special celebrations. The PTO sponsors cultural programs that provide our students with diverse cultural art experiences. Classrooms participate in an Exploring the Arts program with the support from parents. Granby Public Schools participate in the Link and Learn Program. Through a collaborative grant and effort between Granby Public Schools, Hartford Public Schools and the Holcomb Farm Environmental Learning Center second grade classes paired up with equivalent classes from Granby and Hartford systems. Teachers meet with the staff from the Holcomb Farm to develop interdisciplinary activities aligned with Science curricula. Students meet periodically during the school year at Holcomb Farm to participate in science instruction and learning. Granby also participates in the Open-Choice program. F.M. Kearns School welcomes from Hartford students in kindergarten through second grade. The Open-Choice Kindergarten students participate in our Extended Day Kindergarten program with Granby Kindergarten students. This afternoon program is taught by a certified teacher and a teaching assistant.

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## STUDENT PERFORMANCE AND BEHAVIOR

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented. For more detailed CMT results, go to [www.ctreports](http://www.ctreports). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	98.6	97.4	94.8

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2009-10 school year, 1 Student was responsible for these incidents. These students represent 0.2% of the estimated number of students who attended this school at some point during the 2009-10 school year.

### Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	2	0

\* Counts by category may be suppressed to protect student privacy.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Educational programs and curriculum development at F.M. Kearns Primary School is organized around a K-2 instructional framework. The district is committed to becoming a Professional Learning Community. There is a focus on: shared mission, vision, values, and goals, collaborative teams, collective inquiry, action orientation, commitment to continuous improvement, results orientated. The Granby Public Schools mission is that all students become powerful thinkers, effective collaborators, and compassionate contributors in preparations for success in a dynamic, interdependent world. Classrooms are organized heterogeneously and in the spirit of full inclusion. Response to Intervention provides a systematic early intervention process for students that are experiencing academic difficulty. Teachers collaborate daily at team meetings with an emphasis on student learning. Each grade level establishes a SMART goal that is aligned with district goal and building goal. They share a continuing commitment to the development of higher-level thinking skills and the integration of language arts, social studies and science. There are ongoing common formative assessments through out the year. Progress monitoring is implemented for all students who do not reach district goals. Teachers provide effective timely interventions for students at risk. Teams meet weekly to discuss student learning and develop a plan of action for students of concern. Student learning in monitored throughout the year. Focused, quality in-service has emphasized the importance of differentiated instruction and best practices in literacy instruction. Teachers participate in book study groups. This opportunity provides staff with an environment for learning together, planning together, testing ideas together, and reflecting together. This year the study groups were based on *The Power of Our Words: Teacher Language That Helps Children Learn* by Paula Denton, EdD. Teachers also participate in peer sharing experiences this provides opportunities to observe classroom instruction and learn from one another

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The Granby Public schools has embraces a vision that every student educated in Granby Public schools will graduate on time prepared for 21st Century Citizenship. Our mission statement is that all students become powerful thinkers, effective collaborators, and compassionate contributors in preparation for success in a dynamic, interdependent world. Students at F.M. Kearns this year showed that they are compassionate contributors by participating in "Pennies for Peace", food drives, and collection of blankets for a local pet shelter. Our achievement goal is to systemically improve students' ability to analyze and synthesize information, solve problems and articulate/defend a position. Our instructional is delivered through a workshop approach: the core values being relationships with students, time, choice, ownership and celebrations. There is a time explicit instruction, modeling, guided practice, and independent practice. At F.M. Kearns Primary School the dedicated staff, supportive parents, and active community assist in promoting learning for all. There is an increased effort to enhance our welcoming school environment. The school believes in the Responsive Classroom approach which creates a school culture where we are responsible for the education and acceptance of all children. This approach is a way of teaching that emphasizes social, emotional, and academic growth in a safe school environment. The school has All School Meetings which focus on a social, emotional and intellectual learning. We stress the importance of friendships, caring, sharing, and respecting the differences of others whether in class, on the playground, at lunch, or on the school bus. F.M. Kearns Primary School works with the Granby Early Childhood Council to support the education of all children in Granby. We collaborate with the preschools in Granby to best meet the needs of all children.

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**STRATEGIC SCHOOL PROFILE 2010-11**

Elementary School K-6 Edition

**Kelly Lane Intermediate School****Granby School District**

ROBERT F. GILBERT, Principal  
Telephone: (860) 844-3041

Location: 60 Kelly Lane  
Granby,  
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
School Grade Range: 3 - 6

**STUDENT ENROLLMENT**

Enrollment on October 1, 2010: 330  
5-Year Enrollment Change: 4.4%\*  
\*Between 2002 and 2007, was redistricted, grades changed

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	25	7.6	9.0	38.3
K-12 Students Who Are Not Fluent in English	3	0.9	0.7	7.7
Students with Disabilities	29	8.8	8.6	10.8
Students Identified as Gifted and/or Talented	12	3.6	1.6	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	231	97.9	95.6	91.6

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	992	987

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	22.3	21.8	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	27	31
Computer Education **	27	19
English Language Arts **	425	426
Family and Consumer Science	0	1
Health **	18	21
Library Media Skills	0	19
Mathematics **	225	198
Music **	27	33
Physical Education **	54	41
Science **	135	95
Social Studies **	54	86
Technology Education	0	2
World Languages	0	14

**World Language**

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

**Lunch**

An average of 20 minutes is provided for lunch during full school days.

\*\* Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.9	0.7	7.7
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	89.7	91.5	81.3

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.9	2.9	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	100.0	92.9
# of Print Volumes Per Student*	30.2	24.2	29.5
# of Print Periodical Subscriptions	0	8	12

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.	
General Education:	Teachers and Instructors		17.90
	Paraprofessional Instructional Assistants		6.27
Special Education:	Teachers and Instructors		2.50
	Paraprofessional Instructional Assistants		10.64
Library/Media Specialists and/or Assistants			2.57
Administrators, Coordinators, and Department Chairs			1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)			1.66
Counselors, Social Workers, and School Psychologists			1.25
School Nurses			1.00
Other Staff Providing Non-Instructional Services and Support		7.19	

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	9.2	12.0	13.7
% with Master's Degree or Above	62.5	75.3	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	7.5	7.9	8.7
% Assigned to Same School the Previous Year*	79.2	83.3	83.9

\*In 2010, grades changed

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**HOME AND SCHOOL COMMUNICATION AND SUPPORT**


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**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school website is devoted to homepages.

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The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Kelly Lane Intermediate School is committed to supporting the role of the family in public education. Student success is dependent upon the partnership that is forged between student, teacher and parent. On-going two-way communication is fostered through annual events and activities such as the annual student/ parent visitation in August, two annual open house evenings for parents and 6 days and one evening of parent/teacher conferences. Regular and ongoing communication provided via teacher websites, newsletters, e-Blasts, as well as through the monthly school newsletter, provides information, guidance and encouragement to parents in supporting their child's learning at home.

The use of a daily planner with handbook provides a vehicle for assignments, notes, and school guidelines/rules each day. Parents are welcomed, recruited and encouraged to volunteer their time in a variety of ways through a generous PTO which provides the funding and manpower to assist with enhancements such as our annual book fair, cultural arts assemblies, and exploring arts activities. The building based Kelly Kids Care program recruits parents to lead and assist with both health/wellness activities as well as character/school community development.

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**SCHOOL DIVERSITY**

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.9
Asian American	3	0.9
Black	14	4.2
Hispanic	13	3.9
Pacific Islander	0	0.0
White	286	86.7
Two or more races	11	3.3
Total Minority	44	13.3

**Percent of Minority Professional Staff:** 0.0%

**Open Choice:**

12 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

**Non-English Home Language :**

1.8% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 6.

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**EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION**


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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

During the 2010-11 school year, Kelly Lane Intermediate School continued to maintain and expand its efforts to reduce racial, ethnic, and economic isolation in the school. All third grade students participated (for the 15th consecutive year) in the Link and Learn Interdistrict program linking Kelly Lane Intermediate School with both Naylor and Rawson Schools of Hartford and the Holcomb Farm Environmental Learning Center (Granby). In this program, teachers from the partner schools met to develop interdisciplinary activities aligned with existing science curricula. Third grade students met with their peer partners at Holcomb Farm and Pope Park (Hartford) for field exploration and study throughout the year. Family participation continued to be encouraged through learning packets and student/family culminating activities. In addition to the Link and Learn Program, participation in the OPEN CHOICE program continued for the fifth year. Twelve students (grades 3-6) from Hartford were welcomed into the Kelly Lane School family. Throughout the year, administrators and teachers participated in interdistrict meetings, seminars, and book clubs, sponsored by CREC and SERC, in an effort to support the success of this program. Multi cultural curricular teaching and activities continued as part of the regular curriculum and clubs provided students with additional awareness activities. At various points during the year, parent meetings were held in Hartford to assist parents in receiving important information as well as to provide an opportunity for questions and answers. In addition to this, cultural arts assemblies featuring the music, art and cultures of various countries were presented to the students through the partnership of the Granby PTO. Kelly Lane School/Granby Public Schools were, again, awarded a grant by the state, which allowed for both the hiring of an elementary school social worker to assist in supporting choice students as well as the continuation of an afterschool Learning Center/Homework club with transportation for all students (including CHOICE). A formal family connections/host program were initiated during the year, as well.

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**STUDENT PERFORMANCE AND BEHAVIOR**

<b>Physical Fitness: % Reaching Health Standard on All Four Tests*</b>	<b>School</b>	<b>District</b>	<b>State</b>	<b>% of Schools in State with Equal or Lower Percent Reaching Standard</b>
Grade 4	60.0	52.4	50.9	68.0
Grade 6	73.1	57.1	51.2	91.2

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	83.3	79.0	58.4	94.1
Writing	74.5	76.0	61.1	73.5
Mathematics	81.7	74.5	63.0	83.5
Grade 4 Reading	88.0	76.2	62.5	93.2
Writing	93.6	87.0	65.5	98.4
Mathematics	96.1	87.2	67.0	98.7
Grade 5 Reading	94.2	86.8	61.4	99.8
Writing	88.6	84.3	66.8	92.5
Mathematics	95.3	93.5	72.5	96.8
Science	90.8	86.0	59.9	97.6
Grade 6 Reading	96.9	93.0	76.0	97.9
Writing	77.6	80.0	65.2	73.4
Mathematics	93.9	90.6	71.3	95.6

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	98.2	97.4	94.8

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

### Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

\* Counts by category may be suppressed to protect student privacy.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Kelly Lane Intermediate School is committed to the philosophy and practice of continuous improvement. An annual school improvement plan is presented each fall to the Granby Board of Education. Student achievement data from the Connecticut Mastery Test serves as one indicator of school improvement efforts in conjunction with the No Child Left Behind legislation. The percentage of Kelly Lane students scoring at or above goal remains very high and ranged from 83-97% (Reading) and 82-96% (Math) during 2010-11 with adjusted AYP scores in Reading and Math at 100%.

While improvements in writing scores are noted, a focus on writing will continue to be part of the 2011-12 school improvement plan. The school improvement plan promotes teacher collaboration and professional development as tools to maintain strong student performance areas and strengthen less successful learning strands and objectives. Special Education programs and services have been strengthened through the development and implementation of a Response to Intervention Model and a co-teaching/collaborative instructional model. Parents are engaged in the process through a high level and frequency of parent/teacher conferencing and communication. Parents are also encouraged to volunteer in and for the school in a variety of ways including reading in the classroom, volunteering in the media center and participating in the PTO.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Kelly Lane Intermediate School was one of just four schools in the entire State of Connecticut to be nominated for the prestigious 2011 Federal Blue Ribbon Exemplary Schools Award. Kelly Lane is a Professional Learning Community (P.L.C.) where the focus is on learning, collaboration and results. Kelly Lane Intermediate School sets high and appropriate expectations for each child and provides a supportive environment to meet the academic, social, emotional and physical needs of students in grades 3-6. A partnership between home and school is the foundation for our success. Character Education initiatives and the use of the responsive classroom model have assisted in building classroom community, maintaining a highly successful school climate as well as reducing any barriers to learning. The delivery of an integrated and meaningful curriculum is monitored by both standard (CMT) and authentic (Portfolio) assessment tools. Annual goals are set forth by the school improvement plan. Noted programs and extra curricular offerings include the building based Kelly Kids Care program, band and chorus programs, arts/science/technology fair, drama club, world cultures club, environmental club, after school learning center, student council, stock market club, math enrichment club, lunch time book clubs, among others. In addition to strong academic standardized test scores, individual Kelly Lane students teams and individuals have been recognized for their successes in programs/competitions such as the state wide Hartford Courant Stock Market Game (first, second and third place teams), Destination ImagiNation state competition (first place winner), National Geography Bee (state finalist), as well as four student essays published in the University of Connecticut Literary Journal.

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**STRATEGIC SCHOOL PROFILE 2010-11**

Middle and Junior High School Edition

**Granby Memorial Middle School****Granby School District**

PAUL D. OSYPUK, Principal  
Telephone: (860) 844-3029

Location: 321 Salmon Brook Street  
Granby,  
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
School Grade Range: 7 - 8

**STUDENT ENROLLMENT**

Enrollment on October 1, 2010: 355  
5-Year Enrollment Change: -33.1%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	20	5.6	5.6	29.2
Students Who Are Not Fluent in English	1	0.3	0.3	3.5
Students with Disabilities	22	6.2	6.2	11.7
Students Identified as Gifted and/or Talented	32	9.0	9.0	7.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	155	96.9	96.9	93.5

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	180	181
Total Hours per Year	986	1,017

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State	Enrollment in Selected High School Level Courses			
Grade 5	N/A	N/A	N/A	Percent of Grade 8 Students Taking	School	District	State
Grade 7	24.2	24.2	20.6	Mathematics	83.8	83.8	34.4
				World Language	90.0	90.0	48.4

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	32	36
Computer Education **	16	20
English Language Arts	130	242
Family and Consumer Science	32	10
Health	24	23
Library Media Skills **	16	14
Mathematics	130	158
Music *	32	32
Physical Education	65	55
Science	130	145
Social Studies	130	143
Technology Education	32	24
World Languages	130	83

**World Language**

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 7 in this school. Statewide, 22.8% of elementary and middle schools that serve Grade 7 start world language instruction by this grade.

**Lunch**

An average of 25 minutes is provided for lunch during full school days.

\*\* Interdisciplinary approach  
 \* Elective hours also offered

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.3	0.3	3.4
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	67.4
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	95.5	95.5	77.7

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.4	2.4	2.4
% of Computers with Internet Access	100.0	100.0	98.9
% of Computers that are High or Moderate Power	100.0	100.0	96.6
# of Print Volumes Per Student*	38.6	38.6	21.3
# of Print Periodical Subscriptions	23	23	21

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	24.60
Paraprofessional Instructional Assistants	1.64
Special Education: Teachers and Instructors	2.00
Paraprofessional Instructional Assistants	7.00
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	3.25
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	9.06

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Middle/Jr. High Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	14.3	14.0	14.2
% with Master's Degree or Above	72.4	72.4	79.1
Classroom Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	8.8	8.8	10.1
% Assigned to Same School the Previous Year	79.3	79.3	87.7

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

At Granby Memorial Middle School, we are committed to developing and sustaining strong home school partnerships. We have cultivated a very involved and dedicated Parent Advisory Council that meets monthly, in which parents have an opportunity to explore and provide input in various avenues of school life. Parent and community volunteers are involved in student social activities as well as after-school clubs and enrichment activities. Teachers post messages and homework on our website daily/weekly. They, along with our deeply involved guidance counselors and school psychologist, communicate regularly via conferences, emails and phone calls home to report on student learning and progress. Our monthly on-line newsletter is automatically posted on our website and sent to parents. Periodically, emails are sent to all parents with reminders regarding important upcoming events. An energetic pupil support team made-up of teachers, guidance counselors, a school psychologist and an administrator form the basis of developing strong home/school collaboration plans with parents and is part of our intervention program for students in need. We are aware of the importance of linking parents to student learning and monitoring student progress. To this end, we have designed our learning units in Understanding by Design (UbD) format and posted them on our website. Students and parents can also access teachers' grade books via the password-protected Parent Portal and view their child's grades and progress in real time. We practice an open door policy and invite parents in to school to attend classes. A fall and spring Parents' Day and April's Grandparents' Day/Elder Friends' Day offer multiple opportunities for parents, grandparents and senior citizens to participate in student life and learning. We are proud to report that over 300 parents and over 100 grandparents and senior citizens visited classes this year and took part in their children's education.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	3	0.8
Black	13	3.7
Hispanic	12	3.4
Pacific Islander	0	0.0
White	322	90.7
Two or more races	4	1.1
Total Minority	33	9.3

**Percent of Minority Professional Staff:** 0.0%

**Open Choice:**

13 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

**Non-English Home Language:**

2.3% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 5.

### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Granby Memorial Middle School has provided many opportunities for parents, teachers and students to gain increased awareness of diversity, greater sensitivity to differences, and personal experiences to connect cultures. The faculty and staff have made conscientious efforts to incorporate diversity in a community that is lacking in this area by taking part in Project Choice for over 26 years. This year, 11 seventh and eighth grade students from Hartford attended GMMS as part of this program. Also, school-wide programs such as Mix-It-Up Day, Student Union, Town Meetings and a student-planned Black History Month Celebrations have created a deeper appreciation of differences. This year, GMMS school guidance counselors, the school psychologist and administrator took part in district-wide professional development hosted by SERC to explore, promote and develop a more culturally responsive school. We implemented a new program to unite Granby and Project Choice parents and students. It is called Host Families. Project Choice students and families were matched up with Granby students and families. Parents and students came together periodically throughout the year to have dinner and discuss the Project Choice program and ways in which students could become greater friends, support each other and spend more time outside of school together. Ninety-five percent (95 %) of the Project Choice students and parents participated. Family events included not only dinner together but presentations and reflections from students and families that have been involved in the Project Choice program for over 6 years.

### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A
Grade 8	46.2	46.2	50.8	47.8

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 7 Reading	95.2	95.2	77.8	94.1
Writing	73.1	73.1	58.9	73.7
Mathematics	93.7	93.7	68.4	97.8
Grade 8 Reading	87.3	87.3	74.7	75.3
Writing	79.4	79.4	64.8	74.2
Mathematics	92.9	92.9	66.6	96.6
Science	87.5	87.5	63.1	92.9

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	96.6	96.6	95.6

**Disciplinary Offenses**

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2009-10 school year, 8 students were responsible for these incidents. These students represent 2.2% of the estimated number of students who attended this school at some point during the 2009-10 school year.

**Truancy**

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	0	6
Theft	0	0
Physical/Verbal Confrontation	0	1
Fighting/Battery	1	1
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	0	4
Total	1	12

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

The primary focus of our school improvement planning is to implement the key principals of the Professional Learning Community concept and improve student performance. We are engaged in a strategic planning process that will frame our improvement efforts for the next several years. Every member of our staff is part of a team that establishes and monitors SMART goals. Collaboration is at the heart of our improvement planning. GMMS CMT scores are among the top scores in the state. We have analyzed school and district CMT data and have identified and discussed critical issues that we feel lead to improved student achievement. Professional development and goal setting is carefully aligned with our mission, vision, instructional and school improvement plans, as well as classroom observations, walkthroughs and resources to promote an increase in student performance. Targeted intervention plans, along with periodic and frequent formative assessments, have been developed, administered and analyzed by teacher teams and administration. We continually analyze data, examine student work, develop and monitor improvement plans, and collaborate regarding best practices to hold ourselves accountable for improved results. Peer Sharing began in school year 2009-2010 and continues today. Every GMMS teacher visited another faculty member's classroom eight times last year. Teachers observed a different teacher each time and reflected on the areas of instruction that promote student achievement and learning. We believe that this program unifies our staff, aligns expectations and is an excellent way to share best practices and promote transparency and the Professional Learning Community principles.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Granby Memorial Middle School is an exciting place to learn and grow. Our outstanding staff is dedicated to personally knowing each of our 370 seventh and eighth graders and their families and creating success for every student. Students are engaged! Over two thirds of our students are involved in either chorus or band. We have extensive after- school programs ranging from Drama Club and Broadway Musical to a variety of sports and Aviation Club. Our student-run Broadcast News Club televises student news each morning. Approximately two-thirds of our student body attends each dance and over 400 parents and grandparents attend classes during Parents' Day and Grandparents'/Elder Friends' Day. Our Ecology Center raised and released 4500 trout and over 300 full- grown brown trout into the Salmon Brook River last spring. We donated over \$12,000 to the American Cancer Society from various fundraising events. The primary focus of our school is learning. We deeply believe that learning and student success are predicated on strong relationships with students and their parents. We have a strong history of high student achievement as evidenced by statewide testing. Our students attained some of the highest Connecticut Mastery Test results in the entire state. We believe strongly in the concepts of a professional learning community and focus on learning rather than teaching, working collaboratively and holding ourselves accountable for results. We continually reflect on our practices in an effort to improve all aspects of student life and our school. We are honored to have been selected by the Connecticut Association of Schools as the recipient of a 2011 Thomas R. Flanagan Student Activities Memorial Award. This award recognizes outstanding student activities that make a difference in their community. The award was presented for the Granby Stands Up To Cancer program which culminated in a community dinner and evening talent show and raised over \$12,000 for the American Cancer Society.

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**STRATEGIC SCHOOL PROFILE 2010-11**

Elementary School K-6 Edition

**Wells Road Intermediate School****Granby School District**

ANNA M. FORLENZA-BAILEY, Principal  
Telephone: (860) 844-3048

Location: 134 Wells Road  
Granby,  
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
School Grade Range: 3 - 6

**STUDENT ENROLLMENT**

Enrollment on October 1, 2010: 347  
5-Year Enrollment Change: 54.2%\*  
\*Between 2002 and 2007, was redistricted, grades changed

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	35	10.1	9.0	38.3
K-12 Students Who Are Not Fluent in English	1	0.3	0.7	7.7
Students with Disabilities	27	7.8	8.6	10.8
Students Identified as Gifted and/or Talented	6	1.7	1.6	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	261	94.9	95.6	91.6

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	992	987

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	21.3	21.8	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	27	31
Computer Education **	27	19
English Language Arts **	425	426
Family and Consumer Science	0	1
Health **	18	21
Library Media Skills	0	19
Mathematics **	225	198
Music **	27	33
Physical Education **	54	41
Science **	135	95
Social Studies **	54	86
Technology Education	0	2
World Languages	0	14

**World Language**

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

**Lunch**

An average of 20 minutes is provided for lunch during full school days.

\*\* Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.3	0.7	7.7
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	92.6	91.5	81.3

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.8	2.9	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	100.0	92.9
# of Print Volumes Per Student*	16.7	24.2	29.5
# of Print Periodical Subscriptions	23	8	12

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.	
General Education:	Teachers and Instructors		18.70
	Paraprofessional Instructional Assistants		3.09
Special Education:	Teachers and Instructors		2.50
	Paraprofessional Instructional Assistants		8.43
Library/Media Specialists and/or Assistants			1.57
Administrators, Coordinators, and Department Chairs			1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)			1.67
Counselors, Social Workers, and School Psychologists			1.25
School Nurses			1.00
Other Staff Providing Non-Instructional Services and Support		8.37	

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	13.8	12.0	13.7
% with Master's Degree or Above	69.6	75.3	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	9.0	7.9	8.7
% Assigned to Same School the Previous Year*	87.0	83.3	83.9

\*In 2010, grades changed

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**HOME AND SCHOOL COMMUNICATION AND SUPPORT**


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**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school website is devoted to homepages.

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The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Our community would not be complete without our parents. Ongoing communication with Wells Road Intermediate School parents is an integral part of our school community. Our use of the "digital backpack" continues to allow greater access for parents to receive information from school along with all teachers having websites for students and parents to access. This year we are piloting ZippSlip, an online system that allows families to complete health forms and field trip permission forms online. This has been very favorably received by our families. We continue with our back-to-school "meet and greet" for students and families during the week prior to school starting and follow up the opening of school with Open Houses so that families can have the opportunity to visit classrooms and meet the principal along with support staff. Home/school collaboration meetings are also scheduled by the special and general education departments and are facilitated by the school psychologist. These meetings focus on the individual needs of the student and how best to plan and implement a coordinated program between home and school. Parents and other significant adults are included in these meetings. Our PTO continues to be an integral part of the Wells community. We have a shared PTO with Kelly Lane Intermediate School and Kearns Elementary School. Teachers and administrators attend PTO meeting throughout the year. The support of the PTO is noted in a variety of ways such as teacher mini grants, fundraisers that link back to funding for the classroom, as well as sponsoring activities which support local businesses that, in turn, support the schools. The Cultural Arts Committee coordinates school assemblies that are curriculum-related and culturally diverse. Parents are welcomed at Wells Road and have a very visible presence in the school assisting in the media center and with many school and student activities. At Wells Road, the door is always open to parents and families.

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**SCHOOL DIVERSITY**

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	6	1.7
Black	18	5.2
Hispanic	10	2.9
Pacific Islander	0	0.0
White	313	90.2
Two or more races	0	0.0
Total Minority	34	9.8

**Percent of Minority Professional Staff:** 0.0%

**Open Choice:**

10 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

**Non-English Home Language :**

1.2% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 4.

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**EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION**


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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Wells Road Intermediate School completed its 5th years of working collaboratively with the Open Choice program. We had 10 students join Wells Road in grades 3 through 6 and look forward to having 14 students enter in the Fall. Our District Outreach Coordinator continued to assist in coordinating our parent-school meetings in Hartford, along with successfully placing students with host families in Granby which allowed students to stay for evening programs. We also had most students participate in summer programming options in Granby which included a Global Studies program, that explored Chinese language and culture, as well as, participating in a summer academic/enrichment program. In addition, our 3rd grade continued their participation in the Link and Learn Inter-District program linking Wells Road School with peer partners from Rawson Elementary School and the Holcomb Farm Environmental Learning Center. Our 4th grade embarked on a new initiative with the Discovery Center an affiliate of the "Hole in the Wall" group whose mission is to reduce racial isolation and shape positive attitudes about race and differences. 4th grade students participated in a half day workshop on diversity and team building and then spent a day at Camp Woodstock with 4th graders from Rawson Elementary School in Hartford in an outdoor educational environment. Furthermore, our work with SERC expanded to include support staff and secretarial staff in a full day Cultural Competence workshop. We look forward to continuing our work with SERC to develop school based action plans.

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**STUDENT PERFORMANCE AND BEHAVIOR**

<b>Physical Fitness: % Reaching Health Standard on All Four Tests*</b>	<b>School</b>	<b>District</b>	<b>State</b>	<b>% of Schools in State with Equal or Lower Percent Reaching Standard</b>
Grade 4	45.6	52.4	50.9	39.5
Grade 6	45.7	57.1	51.2	38.9

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	73.6	79.0	58.4	76.1
Writing	78.1	76.0	61.1	80.6
Mathematics	65.3	74.5	63.0	50.9
Grade 4 Reading	66.3	76.2	62.5	54.5
Writing	81.3	87.0	65.5	78.5
Mathematics	79.5	87.2	67.0	69.6
Grade 5 Reading	79.0	86.8	61.4	79.4
Writing	79.8	84.3	66.8	71.1
Mathematics	91.6	93.5	72.5	88.1
Science	81.0	86.0	59.9	82.8
Grade 6 Reading	91.4	93.0	76.0	85.0
Writing	82.5	80.0	65.2	84.2
Mathematics	89.1	90.6	71.3	83.0

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	95.1	97.4	94.8

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

### Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

\* Counts by category may be suppressed to protect student privacy.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Wells Road Intermediate School continues to work as a collaborative professional learning community that is guided by a culture of professional sharing. We worked this year to deepen our understanding of continuous improvement. Time is dedicated each week to collaborative planning that is guided by analysis of formative assessments. Teams work together to understand student learning to inform instructional decisions. Results of state assessments continued to indicate a steady increase in student performance in Reading, Math and Writing at Wells Road. Grade level teams of teachers work collaboratively with Kelly Lane Intermediate School to develop our Language Arts Curriculum. Teachers “unwrapped” the Common Core Standards to guide the curriculum development process resulting in performance assessments for each unit. In addition, when deemed appropriate students receive additional academic support in reading and math to supplement their daily classroom instruction. This support is “progress monitored” which guides the team’s decision making. Our 30 minute MOD block will continue for the 4th, 5th and 6th grades to provide for Tier 1 support, enrichment, instrumental lessons, and/or keyboarding classes. Overall, teams focus on improving student learning by setting high expectations for each student in a supportive learning environment.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Understanding our school culture was a priority this year at Wells Road. After conducting a school-wide survey, staff and students worked together to develop systems to develop, support and nurture the Wells Road community. Initiatives included a school-wide compliment chain, a school motto of “Kindness Matters” and “Wells Road Students Really Rock: We are Safe, Respectful, and Responsible”, a wall of handprints to signify the caring hands of Wells Road, a school-staff Harvest Festival, and the development of Wells Road HOUSES – cross grade groups to support the development of a positive culture by broadening the social base for students beyond their classroom. In addition we also lived our mission statement by not only embracing powerful thinking and effective collaboration but also developing students understanding of what it means to be a “compassionate contributor”. This was seen in the myriad fundraising activities carried out by the students at Wells Road, including Scholastic Book - Pajama Fundraiser, Book drives for the Lost Children, Jump Rope for Heart, Saving KoKo, and support for local animal shelters to name a few.

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**Curriculum/Policy/Technology/Communication Subcommittee Meeting Minutes  
February 1, 2012  
5:30 p.m.**

Attendance:

Jenny Emery – Present  
Ben Perron – Present  
Rosemarie Weber – Present  
Lynn Guelzow - Present

Alan Addley - Present  
Diane Dugas - Present  
Mike Dunn - Present

Meeting commenced at: 5:40 p.m.

Meeting adjourned at: 7:00 p.m.

1. Curriculum Director's Report (Diane Dugas) – The Curriculum Director's report was discussed as follows: professional development; professional development training on IEP – raising rigor and relevance for special education and aligning with common core; and, roll-out of Theory of Action – review vision/mission/learning principles.

2. Language Arts Update (Mike Dunn) – Discussed Action Plan and use of data and PLCs:  
1) Literacy Coach Model; 2) Workshop – establish common expectations; 3) work with curriculum committee; and, 4) How we provide interventions.

3. New Text: The Hunger Games – Under review.

4. Summer School Update (Diane Dugas) – Summer school will run from July 2 through July 27 this year; GEF Global Academy will run the last two week of June (currently working out some staffing issues).

5. Other - A representative for the Technology Committee was discussed. Jenny Emery agreed to be the Board representative.

## Monthly Curriculum Sub Committee Report

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

Date: January 2011

### Professional Development:

- Participation in State Presentation on Executive Functioning as it relates to preschool and kindergarten program development
- Standards Based IEP training
- K-8 Learning Principals
- HS work on NEASC and school-wide rubrics
- Leadership Academy – Aspiring leaders meet monthly to develop leadership capacity
- Participation in National Legislative Conference
- Application of Google app's to the technology committee
- Facilitation and participation in cultural awareness book club (18 staff members district-wide) sponsored by CREC - Creating the Opportunity to Learn.

### Curriculum:

- Curriculum Committee Work:  
During the month of January the following curriculum committees met to continue deepening awareness of standards, developing units and designing assessments: Math, Science, Art, Music and PE.
- Developmental Guidance Curriculum Committee.

### Other Committee Work:

- Central office leadership team with DCP: Ongoing implementation of communication plan and action planning process to reach fall 2012 implementation goals.
- Attendance at the Granby Prevention Council – Drug Presentation
- Student Success Plan Committee – The Group is developing Student Success Plans for all students in grades 6-12; Hartland Principal and teacher are joining our planning.
- Technology Committee – Second meeting to work on developing revised 3 year technology plan.
- Early Childhood Committee meetings – Meetings to plan the implementation of the integrated preschool and full day kindergarten.
- TEAM Coordinating Committee – Required to meet 4 xs per year, January meeting focused on new module and planning of three support sessions for new teachers and mentors.

### Other:

- Budget – Ongoing budget processes.
- Ongoing work with TEAM (new teachers) – Module 5 training this week.
- SIIP – Participation with Bob Gilbert and Anna Forlenza Baily through the Connecticut Center for School Change on alignment and coherence of school improvement initiatives to district and Superintendent theory of action.

- 7-12 Intervention Work - Facilitated identifying tier I, II and III interventions and criteria for entrance and exit criteria for 9-12 LA.
- District Testing Coordinator - Preparation for CMT/CAPT, update meetings with staff, administrators and building testing coordinators.
- Collaborative Planning with SERC on our equity and cultural awareness work
- Ongoing collaboration with our district data expert to make revisions to our data management system to reflect more in-depth data analysis of our district benchmarks to support student growth.

### **Monthly Meetings:**

District Ad Council – Emphasis on creating the structures to support focused time on instructional leadership to advance student learning.

Elementary Ad Council Meetings – Opportunities to advance LA curriculum work, roll out of interventions.

Principals Seminar – Three book study on Teacher Supervision and the importance of meaningful feedback to impact teacher practice.

Monthly Walkthrough's – Worked collaboratively with Kearns Principal to facilitate walkthrough and debriefing focused on student discourse.

Bi Monthly building Administrator meetings – Discussions around DCP work and district and school strategic improvement plans.

District Leadership Team meetings – Reorganization of this group's time for increased involvement in curriculum committees

K-12 Language Arts meetings- Inclusion of two consulting teachers Elaine Chagnon and Jessica Beecher, annual focus on coaching issues in enhancing teacher capacity

PLC Team meetings – As requested.

Superintendent meetings – Ongoing daily communication and district level planning

BOE meetings

ELL tutor – monthly updates

February 10	Character Assembly (Sponsored by the PTO)	10:00 a.m. & 1:30 p.m.	Kearns Gymnasium
February 15	Finance Subcommittee Meeting Curriculum Subcommittee Meeting BOE Meeting	5:30 p.m. 6:00 p.m. 7:00 p.m.	Central Services Central Services Central Services
February 16	Superintendent's Community Forum	7:00 p.m.	HS Chorus Room
February 20-21	Schools in Session		
February 25	Hypnotist Show (Athletic Boosters)	7:00 p.m.	HS Auditorium
March 1	BOE Mini-Retreat	5:30 p.m.	Central Services
March 2	Dr. Seuss' Birthday Celebration	9-9:45 a.m.	Kearns School
March 7	Curriculum Subcommittee Meeting BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services
March 13	Early Release All School – Prof. Dev.		
March 14	Budget Workshop	7:00 p.m.	Central Services
March 21	Finance Subcommittee Meeting BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services
March 21	Early Release All Schools - Conferences		
March 22-23	Early Release – Elementary Only – Conf.		
March 28	Budget Workshop (If necessary)	7:00 p.m.	Central Services

# 2012: THE YEAR FOR EDUCATION REFORM



THE TIME HAS COME FOR CHANGE IN CONNECTICUT'S SCHOOLS

## CONTENTS

■ A Message From the Governor .....	1
■ Strategic Reorganization of the State Department of Education .....	2
■ Principle 1: Enhance Families' Access to Early Childhood Education .....	3
■ Principle 2: State Support and Intervention in Low-Performing Schools .....	4
■ Principle 3: Expand Availability of High-Quality School Models .....	6
■ Principle 4: Removing Red Tape and Other Barriers to Success .....	7
■ Principle 5: Develop the Very Best Teachers and Principals .....	8
■ Principle 6: Deliver More Resources to Districts That Embrace Reform .....	10
■ Additional Reforms .....	11

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## A MESSAGE FROM THE GOVERNOR



Friends,

After decades as a national leader in education, Connecticut has more recently lost its edge. Our students' overall performance has stagnated, and our achievement gap — the worst in the nation — has persisted.

With our public schools in this condition, we cannot fulfill our moral obligation to provide our children with the opportunity to succeed. Nor can we ensure they have the skills necessary to match the needs of Connecticut's employers, which means we can't sustain an economy in an era in which fielding a globally competitive workforce is increasingly paramount.

These facts are incontrovertible. But we can revitalize our public schools — provided we adopt a real sense of urgency and a willingness to embrace change.

To that end, this document is a roadmap for the many measures we must take in 2012 to restore public education in Connecticut to a position of excellence.

Before the holidays, I sent a letter to the leaders of the General Assembly to advance the conversation we've been having about how to reform and revitalize Connecticut's schools.

I outlined key principles to guide our efforts:

- Enhance families' access to high-quality early childhood education opportunities.
- Authorize the intensive interventions and enable the supports necessary to turn around Connecticut's lowest-performing schools and districts.
- Expand the availability of high-quality school models, including traditional schools, magnets, charters, and others.
- Unleash innovation by removing red tape and other barriers to success, especially in high-performing schools and districts.

- Ensure that our schools are home to the very best teachers and principals — working within a fair system that values their skill and effectiveness over seniority and tenure.
- Deliver more resources, targeted to districts with the greatest need — provided that they embrace key reforms that position our students for success.

These principles are already animating our work in 2012. A major reorganization of the State Department of Education is underway, which will result in a Department structure based on strategic priorities, not compliance. We are also soliciting community feedback for Connecticut's application for a waiver from No Child Left Behind.

The principles have also guided the design of my legislative proposal for the 2012 session.

Connecticut's past efforts to fix our schools have been commendable, but they have failed the most basic test: they have not elevated our students' aggregate achievement.

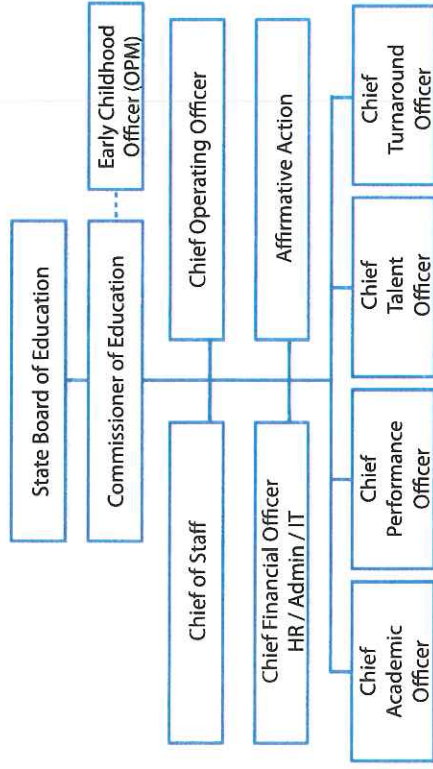
We have been too timid when our situation calls for boldness and real reform.

That's why I have proposed the comprehensive package you will find described on these pages — because Connecticut will not improve outcomes for our students with more half-measures and repackaged versions of the status quo.

I look forward to working with the General Assembly in the coming weeks to pass these reforms. Connecticut's students and families need our leadership. Let's work together to make 2012 the Year for Education Reform — and restore Connecticut as a national model for creating academic excellence for all.

Dannel P. Malloy  
 Governor

## STRATEGIC REORGANIZATION OF THE STATE DEPARTMENT OF EDUCATION



On January 18, 2012, the Connecticut State Board of Education approved a full reorganization of the State Department of Education. The reorganization lays the essential groundwork for realizing reform by creating the structure and capacity to carry out legislation and other measures under consideration this year.

Newly configured divisions will support the Department's leadership team, whose titles reflect each division's new function within the Department.

**The Chief Operating Officer** will be charged with advancing priority projects and improving the effectiveness, responsiveness, and efficiency of the Department's programs and services. The COO will also oversee the Governor's goal of removing the unnecessary red tape and bureaucracy that can impede student learning. The COO will also oversee a new, cross-bureau function to study the creation and support of community schools providing support services linked to schools, as well as engaging families and communities.

**The Chief Academic Officer** will focus on the Governor's goal of "creating academic excellence for all," and will work to align efforts around preparing

students for college and careers. The Chief Academic Officer will work with school leaders to fully align the instruction, ongoing assessment, curriculum and new Common Core standards to prepare students for college and career.

**The Chief Talent Officer** will implement strategies in pursuit of the Governor's fifth principle: to develop and attract a first-rate, diverse corps of educators to Connecticut's classrooms, principals' offices, and district offices by improving the entire professional experience and human resource system for teachers and leaders. This would include working collaboratively around the state to develop and expand robust and meaningful professional development to prepare teachers for Common Core standards and the 21st century classroom. The Chief Talent Officer will also engage the state's education stakeholders to produce a fair system of educator evaluation for State Board of Education consideration and approval.

**The Chief Performance Officer** will ensure that across multiple indicators, Connecticut's school districts receive actionable and timely information on student performance — fulfilling the Governor's charge to use performance-based accountability to drive continuous improvement. The Chief Performance Officer will build a robust data infrastructure to help identify trends, problems, and opportunities in Connecticut's schools — developing metrics for status, progress, and goals for every school, district, and student group in the state.

**The Chief Turnaround Officer** will lead the design and administration of intervention and support strategies in low-performing schools and districts (the Governor's second principle). This office will seek out best practices from the state and the country and work to promote high-quality school models (the Governor's third principle).

This organizational design, even with new leadership roles, will be accomplished within the Department's existing budget and headcount limits.

## PRINCIPLE 1: ENHANCE FAMILIES' ACCESS TO EARLY CHILDHOOD EDUCATION



Connecticut must ensure that our kids arrive at school ready to succeed. Governor Malloy established an Early Childhood Office to coordinate the state's many efforts, across multiple state agencies, to develop and assist Connecticut's youngest children. And in the last legislative session, the Governor worked with legislative leaders to enact a newly coordinated system for early childhood care and education.

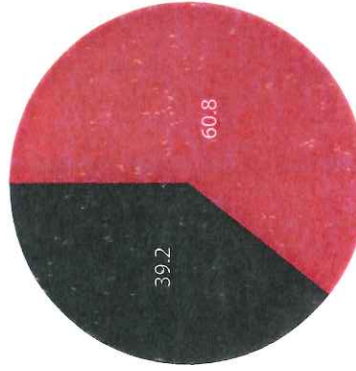
In 2012, Connecticut can make a down payment toward building a system where every child has an opportunity to receive a high-quality early childhood educational experience.

The Governor's proposal calls for:

- Increasing the number of low-income children served by the system: As a prelude to future expansion and reform of early childhood education, and as an investment in the lives of Connecticut pre-k children, the Governor is proposing to provide 500 high-need children with opportunities to attend existing early childhood programs around the state.

- Tiered Quality Rating and Improvement System (TQRIS): The Governor is proposing a substantial investment to create a TQRIS for early childhood programs. The TQRIS will provide Connecticut families with critical information about early childhood care and education settings. The goal of the TQRIS will be to improve the quality of the entire child care system, including for those providers who are not currently licensed or accredited. Additional funds will go toward providing critical training opportunities to Connecticut's early childhood workforce.

### Most Students Entering Kindergarten Are Not Ready



- Percentage of incoming kindergarteners who require substantial instructional support
- Percentage of incoming kindergarteners who require minimal instructional support

Source: Connecticut State Department of Education.  
 Fall Kindergarten Inventory Results for 2010-11

*"When I was Mayor of Stamford, we led the way in making pre-k available to every child. Every childhood provider and the educators who run their programs need and deserve more support from the state. The work they do is critical to our children's future, and indeed the future of our whole state."*

— Governor  
 Dannel P. Malloy,  
 February 2, 2012

## PRINCIPLE 2: STATE SUPPORT AND INTERVENTION IN LOW-PERFORMING SCHOOLS



achievement gap statewide, Governor Malloy has proposed the creation of the Commissioner's Network: a system of state supports and interventions to improve chronically low-performing schools.

In the Commissioner's Network, the state will implement a set of approaches based upon best practices in the field.

Home districts' overall capacity and track records, among other factors, will be taken into account when devising particular strategies to turn around struggling schools. Schools whose home districts have the strongest capacity may create and implement school intervention policies in partnership with the state's Turnaround Team. These schools may retain district governance, with the Department providing resources, flexibility, and support for turnaround strategies spelled out in agreements with the local district.

For schools whose home districts are academically struggling or do not have the necessary capacity (among other factors), the State Department of Education may exercise authority to serve as a temporary trustee — administering turnaround strategies directly. The goal for these schools will be to drastically lift their performance and plan a successful transition back to local district governance within a few years.

The Commissioner's Network will:

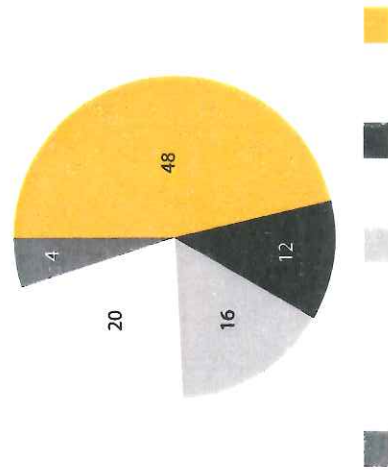
- Provide leadership to schools selected from among the state's lowest-performing schools.
- Restructure schools to provide more learning time, including extended school day and extended school year programming.

- Provide startup and operational resources to enable the ramp-up of new strategies.
- Offer funds for enhanced compensation to attract talented professionals to schools that need them most.
- Establish a community schools approach by establishing or strengthening wraparound services for students, with linkages and referrals to health and social service providers.

These steps will support Connecticut's effort to qualify for a No Child Left Behind waiver from the federal government. States seeking this flexibility must develop measures to drive the improvement in their lowest-performing schools (among other reforms).

*continued on next page >*

### Almost Half of 3rd Graders in the Lowest-Performing Elementary Schools Are Far Below Grade Level



Legend: % Advanced (dark grey), % Proficient (light grey), % Basic (black), % Below Basic (yellow)

Source: Connecticut State Department of Education.  
Based on CMT Results by Performance Level Reading Grade 3, 2010-11

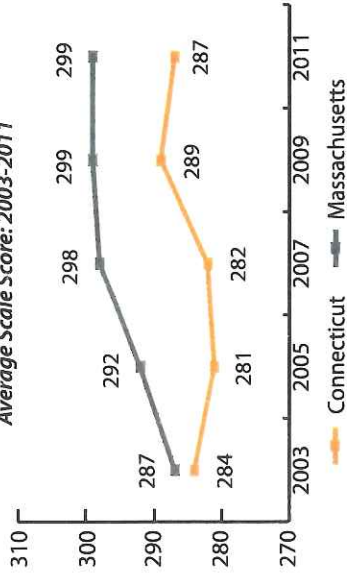
Connecticut is home both to schools that are succeeding and to schools that are struggling. Many schools in Connecticut face challenges that contribute to lower achievement among their students. But while some of these schools have begun to turn the corner in spite of these challenges, others are stagnant or even declining. When a school is failing its students and lacks the capacity to change, we as a state have a collective responsibility to intervene — strategically, supportively, and intensively — on behalf of our underserved students.

We know where the problems are. In the state's lowest-performing elementary schools, almost half of third graders are far below grade level. The results at the high school level are just as stark: in 2010, 5 percent of high schools produced almost 1,300 of the state's high school dropouts — nearly 40 percent of the total.

Dramatic underperformance requires a dramatic response. In an unprecedented effort to close the

PRINCIPLE 2 (CONT.): STATE SUPPORT AND INTERVENTION IN LOW-PERFORMING SCHOOLS

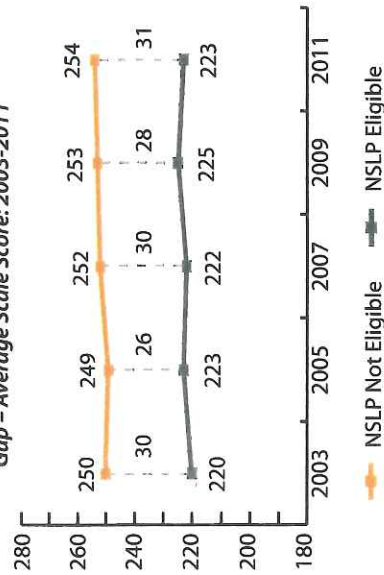
NAEP Mathematics Grade 8 – Overall Average Scale Score: 2003-2011



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

This chart shows Connecticut and Massachusetts eighth graders' performance in mathematics on the National Assessment for Educational Progress (NAEP). Despite having similar results in 2003, the two states' results have since diverged. Connecticut students in 2011 are performing on average at the level that Massachusetts students were in 2003.

NAEP Mathematics Grade 4 National School Lunch Program Eligibility Gap – Average Scale Score: 2003-2011



This chart shows that the achievement gap has persisted over time between Connecticut students who qualified for free or reduced-price lunches and their nonqualified classmates.

NO CHILD LEFT BEHIND WAIVER

The US Department of Education's waiver process for states to attain flexibility from certain strictures of the 2001 No Child Left Behind law represents an historic opportunity for Connecticut. As part of the waiver process, Connecticut has an opportunity to engage its entire range of stakeholders — parents, teachers, civil rights organizations, and the rest of the spectrum of interested parties — to define a new accountability system for schools, one based upon smart measures of student performance and outcomes. This voluntary opportunity will allow the state to implement a rigorous and comprehensive plan to improve student achievement, close achievement gaps among student subgroups, increase equity, and improve the quality of instruction statewide.

This flexibility waiver is intended to build on and support the significant state and local reform efforts already underway in critical areas such as (1) transitioning to college- and career-ready standards and assessments; (2) developing systems of differentiated recognition, accountability, and support; (3) evaluating and supporting teacher and principal effectiveness; and (4) reducing regulation and unnecessary red tape.

Connecticut's decision to pursue this flexibility request rests in part on the belief that the proposed policy changes will move our state closer to the goal of achieving better results for all students and ambitious levels of growth for our lowest-performing students.

"Today begins an effort not only to create a new model and new standards for achievement and accountability, but to change the entire culture of our educational system. This is a unified, results-oriented strategy that will raise the bar for everyone involved — from students to teachers to the State Department of Education. I believe this plan has the potential to dramatically improve the way our students, our schools, and our state perform for many years to come."

— Lieutenant Governor

Nancy Wynnan,

February 6, 2012

**PRINCIPLE 3: EXPAND AVAILABILITY OF HIGH-QUALITY SCHOOL MODELS**

The Governor's proposal introduces measures to attract, expand, replicate, and emulate effective school models that can offer more and better options to our students. The package increases the resources available to magnet schools, charter schools, CommPACT schools, and Agricultural Science schools.

**Magnet Schools**

Magnet schools, including those that serve students from multiple towns, make up an important component of Connecticut's system of parent choice. The proposal provides additional funding to make magnet schools' per-pupil expenditures more equitable across the state.

**Charter Schools**

Certain high-quality charter schools are among the most effective in terms of closing the achievement gap for students of color and students in poverty. The Governor's proposal improves Connecticut's infrastructure for supporting high-performing school models, strengthens charters' accountability for results and inclusiveness, and limits new charter schools to the state's 30 lowest-performing districts.

At present, charters are underfunded relative to their traditional public school counterparts. The Governor's legislative package raises the state's

per-pupil financial contribution, and requires a small contribution from local districts, making Connecticut more competitive for attracting high-performing charter operators. The proposal also moves funding for charters from a stand-alone allocation into the main state funding structure.

The legislative package also requires charters to implement strong plans to recruit underserved student populations. The State Board of Education will prioritize applications to open new charter schools that propose high-quality models for underserved student groups. The state's financial support for new local charters, CommPACT schools, and other successful school models will also increase.

**CommPACT Schools**

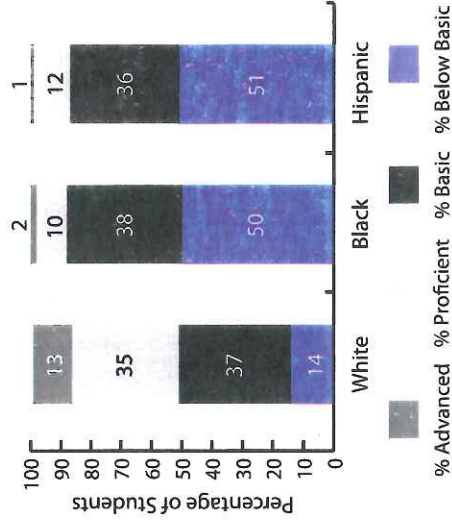
In 2008, a number of Connecticut education organizations joined forces with the UConn Neag School of Education to launch CommPACT Schools. The CommPACT model is rooted in the theory of site-based management where much of the day-to-day decision-making is decentralized to the school site. CommPACT schools remain accountable to their home district, but are granted more autonomy over curriculum, operations, and staff contracts. CommPACT is eligible for new school funding under this package.

**Agricultural Science Schools**

Connecticut's Agricultural Science schools have a history of impressive academic performance and leadership opportunities for their students. Unfortunately, these Connecticut gems have been underutilized due to a lack of funding at the same time that many of our students in Priority School Districts are looking for high-quality options. To enable these schools to realize their full potential, the Governor's package includes competitive grants for Agricultural Science schools with ambitious plans to recruit students from Priority School Districts.

**Connecticut Technical High School System**  
The Governor's plan strengthens the Connecticut Technical High School System by introducing a new system of governance designed to strengthen linkages between these schools and leading employers. Private sector representatives will join appointees of the State Board of Education on a new governing board, and the system will be benchmarked against national and global models in vocational and technical education. The Governor's proposal also includes additional funding for trade supplies in the Connecticut Technical High School System, providing teachers and students with needed resources.

**Minority Students Are Three Times as Likely to Be Far Behind in Math**



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Mathematics Assessment, Grade 8.

**PRINCIPLE 4: REMOVING RED TAPE AND OTHER BARRIERS TO SUCCESS**

Our state's school districts should be focused on raising student achievement and preparing our students for success in college and career, and the state should be a partner in that effort. But where state mandates, regulations, circular letters, and other requirements create unnecessary and overly burdensome barriers to districts' work, the state needs to examine its practices — and find ways to get out of the way.

The Governor's plan to reduce red tape draws on the input of the state's superintendents, teachers, members of boards of education, and other stakeholder groups.

**Teacher certification**

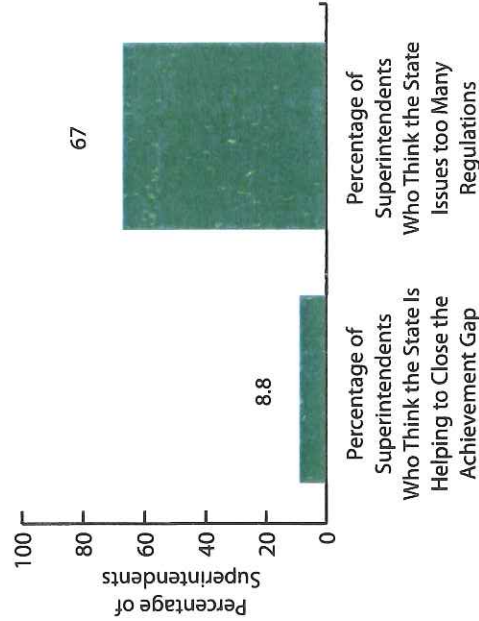
Please refer to the section on reforming the state's talent system for an outline of how the Governor's proposal elevates the teaching profession while removing bureaucratic requirements for teachers.

**Data Reporting Requirements**

While many of the Department's data requests have origins in state or federal law, the Department has implemented some of its requests in ways that create unnecessary burden and

expense for district central offices and schools. Going forward, the Department will consolidate the forms it issues to request data from districts, including by identifying and eliminating one-third of the 35 forms used to collect data whose collection is required by state law.

The Governor will also convene a Red Tape Review Task Force to examine additional and comprehensive solutions to unnecessarily burdensome state regulations and mandates. The Task Force will meet over the next year to solicit input from superintendents, members of local boards of education, district and school business administrators, subject area experts, and others on ways to streamline state regulations. The task force will develop recommendations ahead of the 2013 legislative session.

**Superintendents Think the State Has too Many Regulations and too Little Focus on Closing the Achievement Gap**

Source: Connecticut State Department of Education, Connecticut Superintendents Survey, December 2011

*"The number of items/statutes/regulations that parents need to be informed about each school year is so voluminous as to be a disincentive for parents to want to engage in the process."*

— Comment from CSDE survey of superintendents, December 2011

*"Regulations have taken away time from the job of being an instructional leader for teaching and learning in the district."*

— Comment from CSDE survey of superintendents, January 2012

## PRINCIPLE 5: DEVELOP THE VERY BEST TEACHERS AND PRINCIPALS



Excellent schools begin with great school leaders and teachers. The Governor's reform package creates high expectations for educator preparation, frees districts to offer individualized and meaningful job-embedded professional development, and creates new career pathways for our most accomplished educators. To meet the needs of our teachers and leaders, the Governor is proposing a comprehensive approach to the entire talent system so that Connecticut can prepare, recruit, hire, support, develop, and retain the best.

### Preparing and Certifying the Best

Ensuring that we have the best teachers in our classrooms starts with raising the bar for preparation programs. Too many teachers start the job without the key skills and tools they need. The Governor's reform package addresses the need to improve educator preparation by:

- Raising the bar for entry into teacher preparation programs.
- Creating tuition and loan forgiveness programs to attract top graduates to high-need schools.
- Reforming the accreditation process so educator preparation programs are reviewed based on multiple factors, including their graduates' skill and effectiveness.

The Governor's package also streamlines and simplifies the certification process by creating three certification levels (an

"initial," a "professional," and a "master" educator certificate) that focus on performance instead of seat time-based regulations. Our new "master" educator certificate will be earned based on exemplary work and professional practice and will open doors to teacher leadership and new career opportunities, including additional compensation. To further reduce the burden on the highest-performing teachers, the legislation creates a fast track to both obtain and renew professional certification.

### Attracting and Hiring the Best

Attracting high-quality applicants to teacher and leadership positions in Connecticut, especially to our hard-to-staff locations, requires deliberate planning and action. The Governor's proposal focuses on recruiting effective teachers and leaders to our schools by:

*continued on next page >*

*"In order to lift the performance of Connecticut's schools, we need to elevate the education profession in our state. Elevating the profession means doing a far better job of preparing, attracting, developing, evaluating, coaching, recognizing, rewarding and advancing quality teachers and leaders in our school system. Under the Governor's plan, that's exactly what we will do."*

— Commissioner of Education  
Stefan Pryor,  
February 7, 2012

### Connecticut's Teacher Policies Need to Be Improved

#### Connecticut's Grades on Teacher Policies

Delivering well-prepared teachers	.....	C-
Expanding the pool of teachers	.....	C+
Retaining effective teachers	.....	D
Exiting ineffective teachers	.....	D+

Source: National Center for Teacher Quality,  
2011 State Teacher Policy Yearbook – Connecticut

## PRINCIPLE 5 (CONT.): DEVELOP THE VERY BEST TEACHERS AND PRINCIPALS

- Initiating an intensive and deliberate recruitment campaign targeting top talent.
- Working with leading nonprofits to attract and develop outstanding candidates to teach in and lead our schools.
- Building a community of practitioners focused on improving leadership through a Connecticut School Leadership Academy for current and aspiring leaders.

### **Evaluating, Supporting, and Retaining the Best**

Based on the work of the state's Performance Evaluation Advisory Council (PEAC), the state is in the process of creating a standard and fair model of teacher and administrator evaluation based upon student learning. Following State Board of Education approval and the building out of the PEAC framework, districts will be allowed to develop local evaluation and support systems consistent with state guidelines or adopt a state-developed model. Multiple indicators of student learning account for a substantial portion of an educator's evaluation — giving student achievement the priority it deserves. This approach will ensure that across the state, districts have common and high expectations and that educators are evaluated in a fair and consistent way.

Districts will also be required to provide effective and job-embedded professional development. This professional development must be focused on strengths and needs that are identified through our evaluation system. Delivered by coaches, mentors, and peers in teams and small groups, our educators will benefit from a system of continuous feedback and professional improvement.

To support this reform, the Governor's package eliminates the current, outdated system of continuing education units. These CEUs are currently required of teachers in the state, yet at present amount to little more than seat-time and don't give teachers the individualized help they need to raise student achievement. Instead, under the new system, districts will have greater flexibility to design and deliver customized professional development based upon evaluation data and focusing on the needs of each teacher. In exchange for that



flexibility, districts will be held accountable for providing effective professional development, especially to the teachers that have the greatest need for support.

The Governor's proposal will also reform tenure laws in a way that reflects the importance of student performance-centered evaluation. We will require that tenure is earned on the basis of solid practice, rather than time on the job, and make tenure a mark of distinction within the profession. The package defines ineffectiveness, not mere incompetence, as a cause for termination, while also creating an accelerated tenure process for our exemplary teachers. When dismissals must occur, proposed reforms will streamline the time and reduce the cost required to uphold our commitment to due process.

**PRINCIPLE 6: DELIVER MORE RESOURCES TO DISTRICTS THAT EMBRACE REFORM**

Maintaining his commitment to education even in some of the state's toughest fiscal times, the Governor's proposal ensures that no district loses any of its funding from the Education Cost Sharing (ECS) grant. In fact, the proposal provides more, targeted resources to districts with the greatest need.

**Performance Alliance Between Districts and the State**

State funding will increase by \$39.5 million for the lowest-performing 30 districts conditioned on clear plans for reform and efficiencies developed with key stakeholders. These districts will participate in a Performance Alliance within which they will partner with the state to undertake reforms including:

- Tiered approach to intervening in and supporting schools based on their performance.
- Plan to strengthen their foundational reading programs to ensure reading mastery in kindergarten through Grade 3.
- Extended learning opportunities.
- Development of recruitment, career ladder, and compensation strategies for teachers and school leaders.
- Coordinate community health, social, and wraparound services or coordinate with early childhood education providers to ensure alignment with expectations.
- Address other requirements developed by the Department.

**Competitive Funding**

An additional \$4.5 million competitive fund has been created to award a subset of districts with the most innovative and promising plans to make dramatic improvements to student outcomes. The Department will give preference to Alliance Districts to take their reform plans to the next level, but any district may apply for these funds.

**Common Chart of Accounts**

The Governor's proposal establishes a common chart of accounts to guide how districts account for funds, enhancing accountability by enabling parents and taxpayers to understand better how public dollars are being spent across the state.

**Taxpayer Savings Through Regional Efficiencies**

The Department of Education will offer legal and technical support to encourage districts to move toward regionally shared services and procurement. The proposal also includes a phased-in plan for the smallest school districts to bring their spending in line with state average.



*"The three Cs: committed funding, conditional funding, and competitive funding...It is important to continue to have committed funding, formulaic funding that flows to districts that need it...The second form of funding is conditional...the most effective practices ought to be carried out in the districts where...there hasn't been an ability to attain momentum as of yet... Then third, competitive...to promote the greatest and deepest innovation in some districts so we can pilot the best practices."*

—Commissioner  
of Education  
Stefan Pryor,  
January 10, 2012

## ADDITIONAL REFORMS



In addition to the reforms matched with the Governor's six priorities, there are additional steps the state can take to return Connecticut to a position of leadership in achieving academic excellence.

### Common Core and International Standards

Over time, the nation's students have fallen behind international students in reaching high learning standards in math and science. To improve Connecticut students' international academic competitiveness, the Governor's proposal includes funding to map Common Core standards with international standards and to provide aligned curricular materials online.

### Parent Information and Involvement Pilot

The Department will pilot a program to enhance school/parent communications. As envisioned, this pilot program would provide for a frequent and real-time interface between teachers and parents regarding a student's academic and overall progress. It is expected that the technology will use the latest devices, including home computers, cell phones, and other convenient forms of communication to foster dialogue and involve parents ever more in their children's educational lives.

### Personalized Learning Grants

Students need learning opportunities that are tailored to their learning preferences and needs. This is a major shift from the way schools are currently organized. In recognition of this, the Governor's proposal provides funds for a few districts to pilot the design and implementation of personalized learning plans.

### Enhancing College Access

To enhance the accessibility of a college education, the package

provides nonprofit organizations, including Volunteer Income Tax Assistance groups, the opportunity to receive grants to assist families in preparing college financial aid forms, including the Free Application for Federal Student Aid (FAFSA).

### College Readiness Assessment

With far too many Connecticut students entering college needing to take remedial courses to catch up with what they should have learned in high school, there is a need to have an assessment determine whether students are indeed ready for college. The Governor's proposal includes funding for the development of an assessment to be administered to high school juniors to assess college readiness and assist in course-taking planning for their senior year.

### Third-Grade Reading

Connecticut's goal of preparing all students for college and career must begin with the assurance that students learn to read proficiently by Grade 3. One of the reform elements for the Performance Alliance Districts that are eligible for additional funding is a comprehensive plan for reading development in kindergarten through third grade. These districts will create reading plans for young students that include measurable student achievement goals; common assessments for screening, monitoring, and measuring progress; and intervention and remediation for struggling students.

### Programs to Improve Student Health and Reduce Obesity

The Governor's proposed budget includes funding for two programs designed to improve health and nutrition in a subset of school districts where there are higher numbers of students eligible for free and reduced priced meals. Childhood obesity is a significant problem and low-income children are less likely to have daily access to fresh, locally grown fruits and vegetables. These two programs begin to address the childhood obesity problem by helping students make healthy choices and have more access to healthy foods. With new funding, the first program will provide instruction on nutrition, assist students in the development of their own school or home gardens, and bring high-quality local food to the school cafeterias. And in a second initiative, a nutritional rating system will guide children's food choices in their school cafeterias.

*"We cannot fulfill our moral obligation to give every student a genuine chance to succeed — whether that child happens to live in Avon, Bridgeport, Greenwich, or Windham — if we do not make fundamental reforms to our schools."*

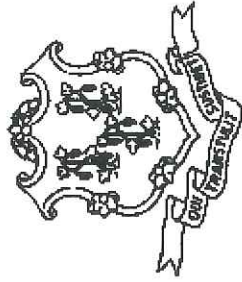
— Governor

*Dannel P. Malloy,*

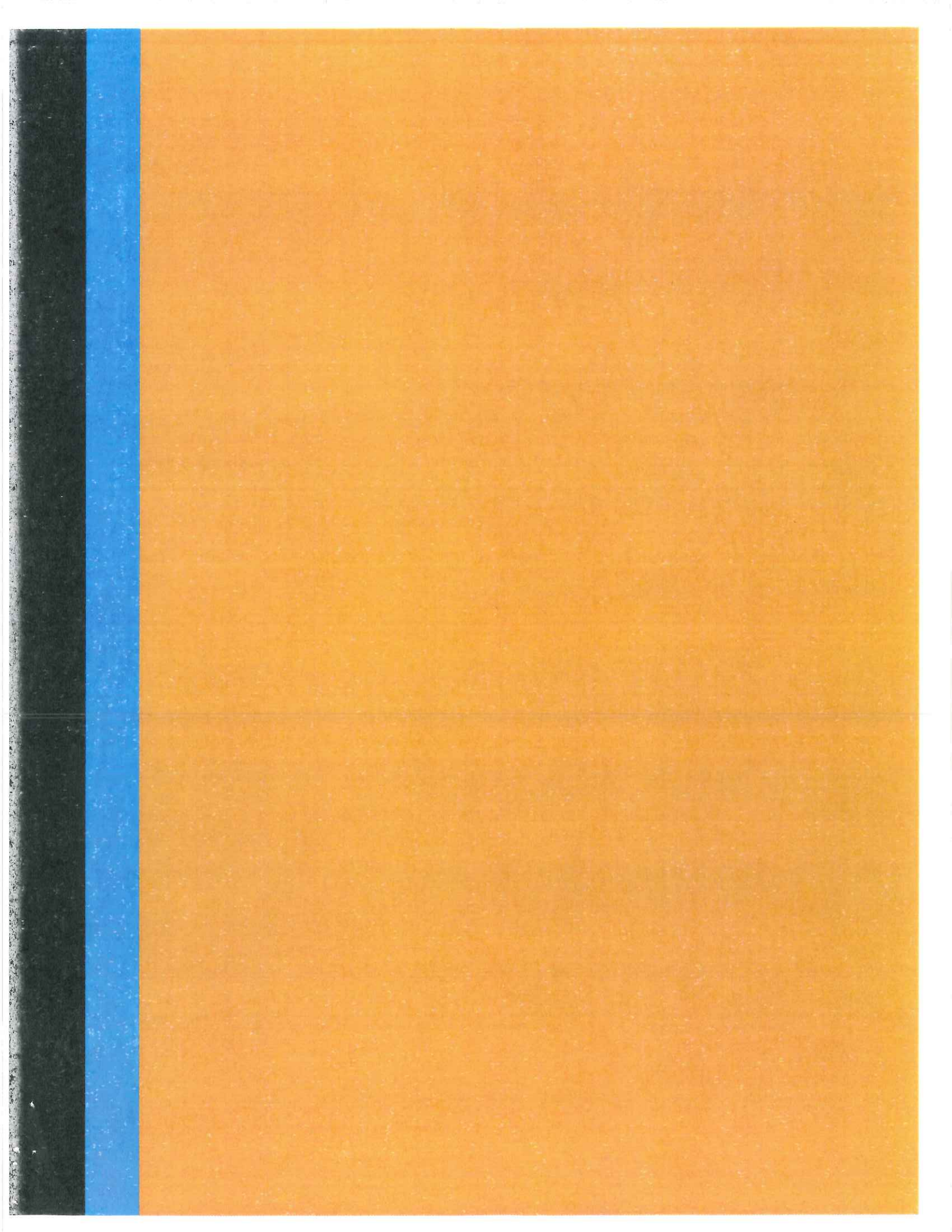
*December 20, 2011*



We would like to thank the many individuals and organizations that provided feedback as the Governor's legislative package was being crafted. These proposals reflect several months of consultations with stakeholders from across the state, including members of the General Assembly and the State Board of Education. Consultations also included education organizations such as the Connecticut Education Association and American Federation of Teachers-Connecticut, as well as sessions with the Connecticut Association of Public School Superintendents, the Connecticut Association of Boards of Education, the Connecticut Association of Schools, the Connecticut Council for Education Reform, the Connecticut Coalition for Achievement Now, and other groups. Commissioner of Education Stefan Pryor also completed a listening tour that took him to school districts across the state. We are grateful for these groups' — and many others' — invaluable contributions and recommendations.



Dannel P. Malloy, Governor  
Nancy Wyman, Lieutenant Governor  
Stefan Pryor, Commissioner of Education



1. Percentage of student body participating in sports (how many of our total number of students participate in at least one sport)?

2010-2011  
240 students did 1 sport  
168 students did 2 sports  
79 students did 3 sports

2009-2010  
231 students did 1 sport  
165 students did 2 sports  
64 students did 3 sports

2. Number of athletes per coach for each sport?

Currently, volunteers do help out in several of our sports; however, their attendance is not consistent at practice or games. Volunteer coaches are not paid, yet they must possess all the certifications and paperwork required like a certified coach. First Aid/CPR/Concussion Module, CT Coaching Certification, and 5 classes of CEUs every 5 years are necessary to maintain certifications.

Please see attached graph for Sport/Coach/Athlete ratios.

3. If there is a girls' swim team in the fall, can a girl swim on the boys' team in the winter?

CIAC states that athletes can only compete in one sport per CIAC Calendar year. In the case of swimming, any girl who competes on the girls' team in the fall cannot compete on the boys' team in the winter. It is one or the other; however, a girl can play a fall sport, i.e., girls' soccer, and then compete in the winter on the boys' swim team.

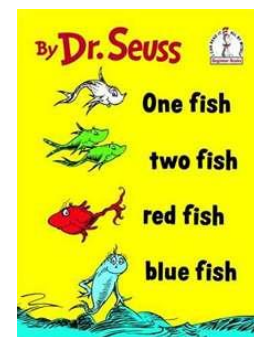
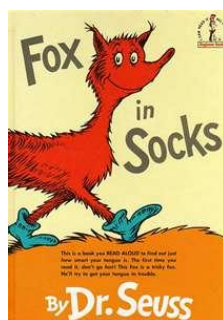
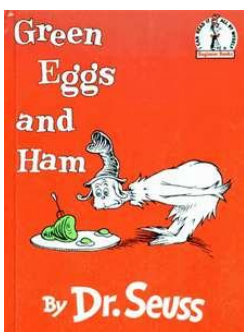
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<b>Sport</b>	<b>Athletes</b>	<b>Coach</b>	<b>Volunteer</b>
Boys XC	30 tot	1 Head Coach	
Girls XC	27 tot	1 Head Coach	
Girls Field Hockey	56 tot		
		22 1 Varsity Coach	1 Vars Volunteer
		20 1 JV Coach	
		14 1 FR Coach	
Boys Soccer	56 tot/22	1 Varsity Coach	1 Vars Volunteer
		18 1 JV Coach	
		16 1 FR Coach	
Girls Soccer	54 tot/20	1 Varsity Coach	1 Vars Volunteer
		20 1 JV Coach	
		14 1 FR Coach	
Football	40 tot	1 Varsity Coach	
		3 Asst Coaches	
Volleyball	28 tot/14	1 Varsity Coach	
		14 1 JV Coach	
Girls Basketball	24 tot/14	1 Varsity Coach	
		10 1 JV Coach	
Boys Basketball	30 tot/12	1 Varsity Coach	1 Vars Volunteer
		10 1 JV Coach	
		10 1 FR Coach	
Indoor Track	32 tot	1 Varsity Coach	
		1 Asst	
Wrestling	13-30 tot	1 Varsity Coach	1 Vars Volunteer
		1 Asst	
Cheerleading	24 tot	1 Varsity Coach	1 Vars Volunteer
Swim	30 tot	1 Varsity Coach	1 Vars Volunteer
Hockey	16 tot	1 Varsity Coach	
Baseball	30 tot/14	1 Varsity Coach	
		16 1 JV Coach	
Softball	30 tot/15	1 Varsity Coach	1 Vars Volunteer
		15 1 JV Coach	
G Tennis	22 tot	1 Varsity Coach	
B Tennis	25 tot	1 Varsity Coach	
Golf	24 tot	1 Varsity Coach	
G Track	42 tot	1 Varsity Coach	
		1 Asst	
B Track	56 tot	1 Varsity Coach	
		1 Asst	
G Lacrosse	46 tot/22	1 Varsity Coach	
		24 1 JV Coach	
B Lacrosse	47 tot/23	1 Varsity Coach	2 Vars Volunteer
		24 1 JV Coach	



F.M. Kearns Primary School needs you!  
Come help us celebrate Dr. Seuss' Birthday  
Friday~March 2, 2012 from 9:00-9:45

F.M. Kearns School is in need of community members  
to read a Dr. Seuss book to a classroom of young  
Granby students.



Join us for some fun!

Please contact us by Monday February 27, 2012 at  
860-844-3044 if you are available to participate in the  
celebration!

**Agenda**  
**Hartland Board of Education**  
**Monday – February 13, 2012**  
**Hartland School – Conference Room 7:00 PM**

1. Call to Order – Staci Hastey-Chairperson
2. Hartland Board of Education Mission Statement
3. Approval of Minutes – January 9, 2012.
4. Communications
  - Public Comment on Agenda Items
5. New Business
  - Superintendent Proposed Budget for 2012/2013 Sch. Yr. – Robert V. Fish
6. Other New Business
  - January Bills and Statement – Robert V. Fish
  - Lunch Program – Robert V. Fish
  - 2012/2013 School Calendar – Robert V. Fish
  - B.O.E. Vacancy – Staci Hastey
7. Public Comments on Agenda Items
8. Future Agenda
  - Budget 2012/2013
  - Calendar 2012/2013

Adjournment

Copies of this agenda are available at the office of the Superintendent of Schools,  
Hartland School.