

Regular Board of Education Meeting
Wednesday, May 1, 2013 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: Absent
Benjamin Perron: Present
Ronald Walther: Present
Rosemarie Weber: Present
Present: 6, Absent: 1.

- I. Public Comment
- II. Administrative Reports
 - II.A. Superintendent's Announcements
 - II.B. Student Representative Reports
 - II.C. Business Manager's Report
 - II.D. Schools in the Spotlight
 - II.E. Annual Technology Report
- III. Consent Agenda
 - III.A. Minutes
- IV. Old Business
 - IV.A. 1-to-1 Computing Pilot Program
- V. New Business
 - V.A. Administrator Evaluation Plan
 - V.B. New Bus Purchase
- 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. Athletic Field Project Committee
 - 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

Compassionate Contributors at Wells Road and Beyond

*Wells Road in the Spotlight
May 2013*

Granby's Mission....

All students become

powerful thinkers,

effective collaborators, and

compassionate contributors

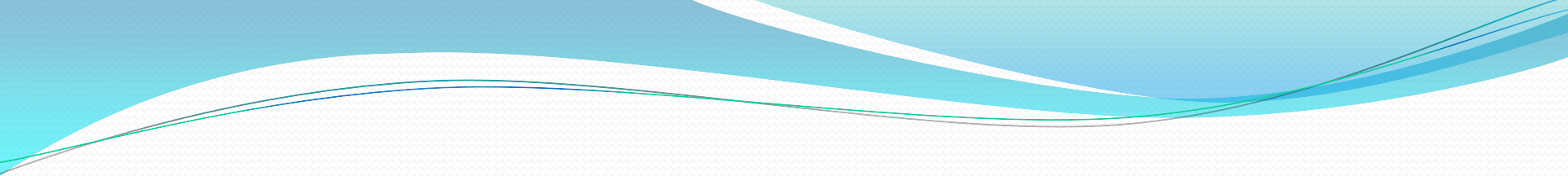
in preparation for success in a dynamic,
interdependent world.



HOUSES

at

Wells Road
School



Are a way to get to
know other students in
the school who are not
in your classroom



Please do not touch

INDIGO	AQUA	MAGENTA	LT. BLUE	BURGUNDY	CORAL	JADE
TEAL	Wells Road					EMERALD
ORANGE	<i>Houses</i>					MARGOLD
GOLD						PEACH
		PURPLE				
YELLOW	NAVY	SILVER	CRIMSON	BRONZE	LIME	FUCHSIA

School Community – Ryan

- Ice breaker activities/ Norms
- T-shirts
- Shields (safety, kindness, responsibility, and respect)
- Bus Safety Pledge
- Lunches/Recess
- Accepting differences

- Personal reflection



Our Community- Lali

- Bus driver appreciation
- Veteran's Day thank you notes
- Valentine's for soldiers

- Personal Reflection

... to the environment



Composting




Introduction - *Ellie*



History - Annabelle



 PLEASE SIGN AND RETURN. Kate Bogli

Dear Dr. Bailey 12-6-11

I think there are some ways to conserve natural resources in our school and these are the ways. We can make a special bin in the lunch room to put extra food into that my mom and dad can pick up after school. I just have to ask my mom and dad if it is okay. We should also turn off the projector lights and computer when we don't need them on. I think we should write on both sides of the paper for our stories because Mrs. Pestana says to only write on one side.

Sincerely,
Owen
Bogli

ideas! I would love to being food from the Cafeteria composted and kept out of the garbage. I'm happy to facilitate if Owens Rd School is willing to be a leader in this way

Katebogli@cox.net

3

Teamwork - Ashley



What we do at Wells Road... *Ella*



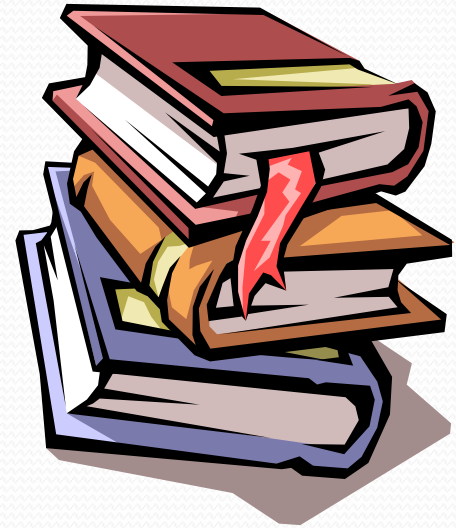
Closing - Ellie



...and to the global world



Africa Education Partnership



A is for aqua
The color of the sea
Spreading out for many
miles
As far as the eye can see



B is for blue
The color of the sky
All across the world
And pleasant to the eye



C is for cyan

A beautiful color blue

Wonderful for shirt colors

And the color of some eyes
too



D is for dark emerald

The color of the gem

Beautiful as beautiful can
be

And used on dresses for
the hem



Now there is a color for
every letter

In the alphabet

Every color has it's place

So don't you fret



Granby Public Schools Technology Report

May 2013



Staff & Support System

- Jon Lambert (1.0 FTE) - Director of Technology
- Systems Support Specialist – Frank Melanson (1.0 FTE)
- Data Management Consultant - Ed Lyman (130 Days)
- District Technician - Mike Welcome (1.0 FTE)
- Some outsourcing for Network/Software Engineering, Techsupport, Training/PD

With support from and in collaboration with:

- Curriculum, MC Specialists, Tech TAs, Technology Teachers, Pupil Services



Departmental Goals

The primary focus of the department is to support the operational, organizational, and academic objectives of our professional learning community.

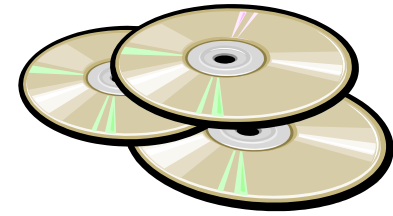
- ✓ Technology Infrastructure & Administrative Systems
- ✓ Information Management
- ✓ Instructional Technology
- ✓ Assistive Technology
- ✓ Security

Funding Sources

- Operating Budget (Personnel, Software, Supplies)
- Large Capital Projects
- Small Capital Lease (Hardware Replacement Cycle)
- E-rate (Website)



District Software Applications



- Security / Firewall / SPAM / Antivirus / Remote Access
- Student Information System
- Network Management / Remote Assistance / Phones / Cameras
- Website management
- Work Order System (Facilities/Technology)
- Event Scheduling (Facilities)
- Library automation
- Food Service
- Nursing
- Email
- Accounting
- Busing
- Curriculum, Assessment, Reporting / CEU Tracking
- Emergency Notification
- Imaging/Computer Management
- MS School Agreement - Windows 7, MS Office
- IEP & Assistive Technology (Pupil Services)
- State Reporting
- Zippslip
- Online conference scheduling HS/MS
- SAS Curriculum Pathways

Instructional Technology

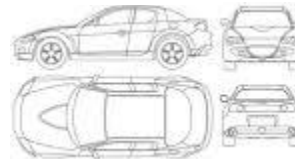
School	# of Students Per Computer	DRG	State
High School	2.3	2.5	2.2
Middle School	2.4	2.4	2.4
Kelly Lane	2.9	2.9	3.1
Wells Road	2.8	2.9	3.1
F.M. Kearns	3.1	2.9	3.1

- Wired and Wireless access
- At least 1 teacher computer with access to the network/internet resources in every classroom –more than 1 computer in many classrooms available to students
- Interactive whiteboards connected to teacher computer in all classrooms
- Media Centers – The “Hub” of the school. Technologies increasingly spreading outward into classrooms
- Computer Labs, Mobile Laptop Labs, Chromebooks, Tablets, iPads
- Video distribution systems for generating live or “On demand” video content
- Various departmental technologies(Both hardware and software) are used to support curriculum
- Existing educational technologies are in high demand

Instructional Technology (Continued)



- School Computer Labs K-12 including
 - High School Computer Labs - Electronics, Engineering, Business, Programming, Media Lab, Mobile Lab, k-8 School Labs
- Media Centers
- Departments (Math, Science, English, Social Studies, Language, UA)
- Assistive Technology(Pupil Services classrooms)
- iPads – Pupil Services, GEF Grants used in classrooms
- GEF Grants



Year in Review – Highlights from FY13

- District technology advisory committee completed 2012-15 state technology plan
- Installed full wireless networks at high school and middle school (Upgraded data wiring)
- Upgraded District Firewall System, Anti-virus/Anti-Spam services
- ZippSlip software program rollout completed K-12
- Pick-a-time online parent/teacher conference scheduling software implemented at the high school
- Continued the roll out of Google Apps software toolset to grades 3-6
- Completed implementation of reading and assessment program (Read 180) at GMMS.
- Replaced Middle school technology education lab computers
- Replaced Kearns school teacher and lab computers
- New electronics lab completed at high school and existing computer lab was relocated
- Windows 7 operating system upgrades were completed K-12
- Naviance career planning/ student success plan software rolled out to grades 6-8
- Assisted with state reporting, teacher evaluation
- System Support Specialist position filled
- Provided in-house technology training and professional development (Opening PD, MC Specialists, 1 on 1 training)
- Serviced 2,800 plus technical support requests



Technology Plan

Goals, Implementation, and Monitoring

Goal 1: Engaging and Empowering Learning Experiences

Goal 2: Assessment

Goal 3: Connected Teaching and Learning

Goal 4: Infrastructure for Teaching and Learning

Goal 5: Productivity and Efficiency

FY14 Initiatives and Challenges

INITIATIVES

Technology Plan - implementation, adjustment, and monitoring

1 to 1 Computing Pilot Program

Software:

- District Safety Training: Mandated safety training is being transitioned from group workshops to a self-paced online program.
- District Teacher Evaluation
- STAR Gr K-12 Math Assessment and STAR Gr 9-12 Reading Assessment programs will support core instruction in reading and mathematics and incorporate Response to Intervention (RTI), as required by federal and state regulations.
- Renzulli Learning: Prepares students for 21st century success as well as state and common core assessments by asking them to apply, deepen, and extend their learning through differentiated assignments that enhance critical-thinking and problem-solving skills.
- AIMSWEB: A web-based universal screening, progress monitoring, and data management. The software provides guidance to administrators and teachers based on accurate, continuous, and direct student assessment.

Hardware & System Upgrades:

- 5-year replacement schedule: High School CAD Lab , Business Lab Computers, Network Switches & Servers
- Wireless network installation Kelly Lane and Wells Road Schools
- F.M. Kearns Wiring

Systems Maintenance, Security & Server Projects

CHALLENGES

- Proactive vs. Reactive, Security
- Systems Interoperability
- Demand for Services
- Software/Programming Support
- Professional development for staff



**Special BOE Meeting – Approved Minutes
April 24, 2013 6:30 PM
Central Services**

Attendance was taken at 6:27 p.m.:

Present Board Members:

Jenny Emery
Lynn Guelzow
Cal Heminway
Edward Ohannessian
Ronald Walther
Rosemarie Weber
Lexi Grimaldi (Arrived at 6:55 p.m.)
Sean Goodridge (Arrived at 6:57 p.m.)

Absent Board Members:

Benjamin Perron

Mr. Heminway called the meeting to order at 6:30 p.m.

I. FY14 Budget

Tonight's special meeting was scheduled to discuss budget cuts, as a result of the failure of the budget referendum on Monday, April 22, 2013. The Board of Finance has directed the Board of Ed to propose a new budget with \$250,000 in cuts. Mr. Addley has met with administration and he is reluctantly proposing the following cuts: in lieu of hiring a full time guidance director (proposed at a .5 FTE increase), keep 3.5 guidance counselors at the high school; an elementary Spanish teacher; a math/science instructional coach; gifted and talented funding (coaching and software); and reduce heating oil and diesel fuel spending (prices came in lower than expected). Mr. Addley stated any additional cuts beyond this will have to come out of athletics, extracurricular activities and music programs. The Board discussed its opposition to making any cuts, believing that in a second referendum the budget would be supported. This approach was discussed and rejected by the BOF at its meeting on April 23, 2013. A motion was made by Ed Ohannessian and seconded by Lynn Guelzow to approve the proposed cuts that the superintendent recommended. A friendly amendment was made by Jenny Emery that the Board of Ed would work to mobilize the community members to attend and speak at the BOF budget hearing on April 29th requesting restoration of the funding for gifted and talented, the Spanish teacher, and the math/science coach. The friendly amendment was accepted. In additional discussion the Board asked for more explanation of other areas reviewed for potential cuts. Mr. Addley stated there were other items that were reviewed, but that the recommended cuts, while regrettable, were viewed as the least detrimental to the district.

The Board discussed taking key talking points from the budget presentation and *Vision* publication to the public, and will also reach out again to the Granby Education Foundation and other community organizations in town, with a focus on restoring the budget before it goes back to the voters, and then to focus on getting out the votes. This motion passed unanimously at 7:12 p.m.

A motion was made by Jenny Emery and seconded by Ed Ohannessian to adjourn the special meeting. This motion passed unanimously at 7:26 p.m.

Respectfully submitted,
Jenny Emery, Board Secretary

Regular Board of Education Meeting – Approved Minutes
April 3, 2013, 7:00 p.m.
Central Services

Attendance was taken at 6:57 p.m.:

Present Board Members:

Lynn Guelzow
Cal Heminway
Edward Ohannessian
Benjamin Perron
Mr. Ronald Walther
Rosemarie Weber
Sean Goodridge (Student Representative)
Lexi Grimaldi (Student Representative)

Absent Board Members:

Jenny Emery

I. Public Comment

There were no public comments this evening.

II. Administrative Reports

II.A. Superintendent's Announcements

- Welcome to students, parents and Danielle Horan, music teacher, who are here this evening to present Schools in the Spotlight.
- Thank you to teachers who are here this evening to present the teacher evaluation plan.
- The Vision will be delivered to the community by the end of the week.
- There have been a total of 7 days used for snow days this year. Make up of those days as well as the graduation date will be discussed tonight. This information will be posted on the website.
- A community forum was held last Wednesday evening to discuss FY14 budget highlights and Common Core State Standards.
- Wednesday, June 26th has been selected for a Board strategic planning session. Mr. Jonathan Costa, Executive Director for Education Connection has been contacted and is available. A decision on this matter will continue to be discussed by the Board.
- Congratulations to the middle school on their drama club performance of *Into the Woods*.
- Testing is underway again. Fifth/sixth graders will be participating in smarter balanced assessment testing. The state will also be administering their own common core assessments to Grades 3-8 and Grade 11.
- The Granby Prevention Council survey will go out this week. Secondary school parents have been notified.
- Thank you to Billy Arnone for cleaning up Kearns School and congratulations to him for meeting his Eagle Scout benchmark.
- Thank you to Sodexo for sponsoring the Future Chefs of America competition. The kids did a fabulous job. Congratulations to the winner, Kate Hosack.
- Wells Road will hold their drama club performance of *A Princess Who Had No Name* April 4-5.

- The technology 1:1 pilot for 8th grade is coming together. Details will be presented at next BOE meeting.
- Kindergarten registration/community night will be held tomorrow evening at Kearns Primary School.
- The town budget hearing will be held on Monday, April 8th. There will be a machine vote on April 22nd for the budget from 12-8 p.m. in the Town Hall Meeting Room.
- April break will be held April 15-19.
- A reminder there is only one BOE meeting in April. The next BOE meeting will be held on May 1st.

II.B. Student Representative Reports

- Springs sports season begins this week. Boys' lacrosse have their first game of the season today at Suffield; softball has their first game tomorrow at Salmon Brook Park against Avon; baseball will play their first game at Avon tomorrow; girls' tennis have their first match against Coventry and boy's tennis will play Simsbury tomorrow; golf team is at Enfield today and the first track meet of the season will occur tomorrow against Somers and East Granby at Somers.
- Environmental science classes will be taking a field trip to Holcomb Farm tomorrow
- The annual dodge ball tournament sponsored by Student Government will be held on Friday night.
- Students participating in the French and Spanish exchange programs will leave for Digne, France and Costa Rica on April 10th for a week.
- The AP Art Show will be on display at Lost Acres Vineyard until April 6th. Opening night was a huge success.
- Freshmen Science and Society classes will be going to Connecticut Science Museum tomorrow.

II.C. Schools in the Spotlight

Mr. Gilbert introduced the Kelly Lane Drama Club - arts are important. Musical *Aladdin Kids* - rich and wonderful tradition of drama productions. Danielle Horan is the director this year. *Aladdin Kids* is an elementary version of Aladdin. The production will be held in May. The students acted out a skit from the play and sang a song as well.

III. Consent Agenda

III.A. Minutes

A motion was made by Ron Walther and Lynn Guelzow to adopt the consent agenda. A correction will be made to Section VIA.2. A motion to adopt the minutes with the correction was made by Rosemarie Weber and seconded by Ed Ohannessian. This motion passed unanimously at 7:16 p.m.

IV. Old Business

IV.A. Teacher Evaluation Plan

Diane Dugas, Director of Curriculum, Teaching and Learning, welcomed and introduced members of the Teacher Evaluation Plan Committee present this evening. She informed the Board that this plan is collaborative effort and that some components are not finished. The document will be sent to the state for feedback. The evaluation piece is broken into four components: student learning measures (45%); student feedback (5%); teacher performance and practice (40%); and, parent/peer feedback (10%). Surveys for student, parent and peer feedback were discussed and samples were shown to the Board. This plan will be presented to the Board for approval in June and roll-out to the staff. The evaluation committee will review/revise the plan annually for improvement and resubmission to the Board/State. Ms. Dugas thanked the group for their hard work and dedication on this document. Mr. Addley also expressed his appreciation to the Committee.

V. New Business

V.A. Graduation Date

It is customary for the Board to set the date for graduation at its first meeting in April. Seven emergency days were used this year. A couple of options to make up these days are to continue beyond the date of graduation; tap into the April break; or, use the May professional development date. The superintendent's recommendation was to leave the April break intact and set the graduation date for Friday, June 21st. The professional day on May 28 becomes full day of school for students and a full day of professional development will be held on Monday, June 24th. A motion was made by Ben Perron and seconded by Ron Walther to set the graduation date as June 21st. This motion passed unanimously at 8:47 p.m.

V.B. 2014-2015 Preliminary Calendar

The 2014-2015 preliminary calendar was presented and is set for most of the year. Of note is that the current testing window will go away in 2014 and there will now be a 3-month window for testing. December vacation is a little longer due to where the holiday falls. The Board is concerned with the amount of early release days during the year; in particular, for conferences and the 5 days at the end of the year. Also discussed was possibly moving the April break to March due to the spring sports season beginning and coaches requiring mandatory attendance at practices during the vacation week. The calendar will be checked again and voted on for final approval in June.

VI. Miscellaneous

VI.A. Board Standing Committee Reports

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

This subcommittee met this evening and discussed the development and draft of the Teacher Evaluation Plan; continued testing on the common core and smarter balanced testing and the concerns about differences in scores; student discipline policy edits which will be brought to the Board for a third reading and approval at an upcoming meeting; and, a brief discussion on gifted and talented – administration will provide what types of enrichments in place for students and what options might be available moving forward.

VI.A.2. Finance/Personnel/Facilities

This subcommittee has not met.

VI.B. Other Board-Related Reports

VI.B.1. Athletic Field Project Committee

There was nothing new to report.

VI.B.2. CREC/CABE

CREC –has not met.

CABE – Mr. Heminway stated he has an opportunity to be on the More Commission and they are looking at municipal collaboration.

VI.B.3. Granby Education Foundation

The Granbee was very successful - 31 teams and a very big crowd in attendance.

VI.B.4. District Efficiency Initiatives

The re-lamping project will start tomorrow evening at the high school, middle school and Wells Road.

VI.C. Calendar of Events

The calendar of events is as presented.

VI.D. Board Member Announcements

There were no board member announcements.

VII. Executive Session/Non-Meeting

A motion was made by Lynn Guelzow and Ron Walther to adjourn the regular meeting and enter into an Executive Session to discuss a personnel matter. This motion passed unanimously at 9:08 p.m.

The Executive Session adjourned at approximately 10:55 p.m.

Respectfully submitted,

Linda Powell
Board Recorder



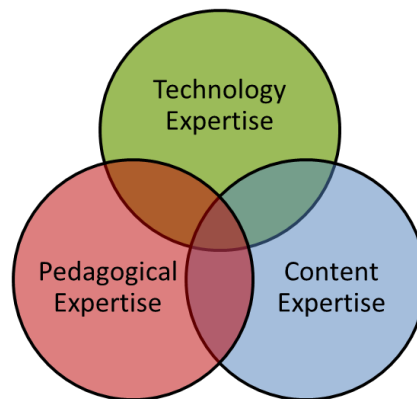
One-to-One Pilot

Goals

Teachers: To enhance instruction through the use of technology

Students: To increase critical thinking and engage students in the learning process through:

- Collaborative local and global connections;
- Access to information;
- Taking ownership for their learning through design, research and;
- Making thinking visible via online communities of learning.



Scope of the Pilot

Granby Memorial Middle School Grade 8 faculty including all classroom teachers, special education teachers, unified arts teachers, reading specialist and library media specialist for a total of 20 professionals.

Professional Development

Professional development will focus on assisting teachers design instructional practices (using technology) that support the curriculum. Professional development time used will include weekly team meetings, district PD sessions and other opportunities outside of the school day.

Evaluation of the Pilot

Pre and post surveys will be used for teachers and students using a combination of liker scale and open ended responses focused on changes to teaching and learning practice. In addition, an observation tool has been identified to collect and analyze data on how technology was used to enhance thinking, interactions, communication, collaboration, visual literacy and interest.

Specifications of Devices

- (Wi-Fi) capable PC or Apple Laptop or Netbook
- (Wi-Fi) capable Android or Apple based Tablet with optional wired or wireless keyboard, minimum 10 inch screen
- Headphones
- The district is purchasing Google Chrome books for those who cannot afford to bring in a device.

Cost

\$27,300 has been designated in the small capital budget to support the pilot.

Communication Plan

Teachers – May 1, 2, and 3

Parents – May 28 via a required parent meeting,
Parent flyer May/June
September Open House

Educator Effectiveness, Professional Learning and Performance Evaluation



The Process for Supervising and Evaluating Granby
Administrators

Presented by Diane Dugas, Bob Gilbert, and Pat Law

Development Process

With the guidance of consultants from Revision Learning Granby Administrators worked through several Administrative Council meetings and evening sessions to create the:

Granby Administrator Effectiveness, Professional Learning, and Performance Evaluation Manual

- Alan Addley
- Diane Dugas
- Aimee Martin
- Michael Dunn
- Kim Dessert,
- Anna Forlenza-Bailey
- Bob Gilbert
- Paul Osypuk
- Pat Law
- Kathy Sutton
- Kim Calcasola

Categories of Process

- Administrator Performance and Practice (40%)
- Stakeholder Feedback (10%)
- Student Learning Measures (45%)
- Teacher Effectiveness (5%)

Annual Process of Leadership Learning

Review

- Self-Reflection using Leadership Continuum
- Review and analysis of various data
- Review of Stakeholder feedback
- Review of SPI

Goal Setting, Observations, Evidence

- 2 -4 Student Learning Objectives with Indicators of Academic Growth and Development
- (connecting stakeholder feedback and teacher effectiveness)
- 1 Formal observation, written and oral feedback
- 4 Informal observations, written feedback

The Leadership Continuum

- 6 Leadership Standards
- 18 Elements and 64 indicators collapsed into 18 indicators of leadership performance
- Four Categories of Performance

Exemplary Proficient Developing Below Standards

- Observation - Formal and Informal
- Documentation - Evidence Collection by Supervisor and Evaluatee
- Feedback/Reflection

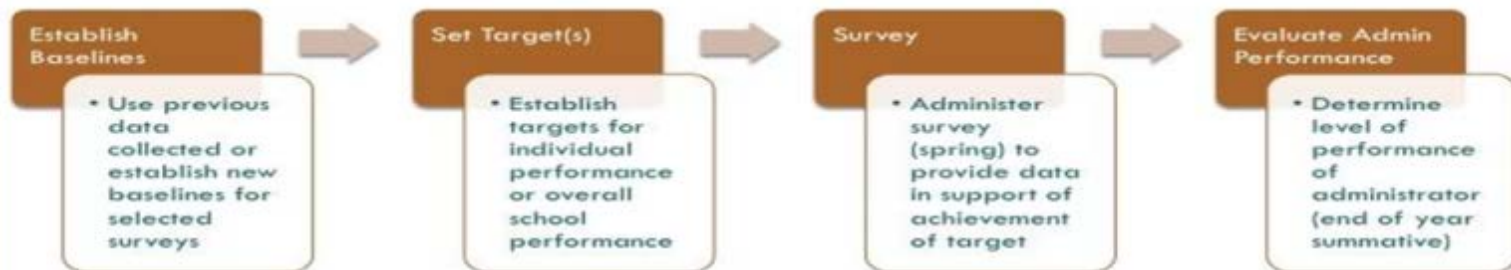


Administrator Performance and Practice Scoring 40%:

Leadership Standard	Administrator Weight	Central Office Weight
Vision, Mission, Goals	20%	20%
Teaching and Learning	40%	40%
Organizing Systems and Safety	10%	10%
Families and Stakeholders	20%	10%
Ethics and Integrity	5%	5%
The Education System	5%	15%
Total		

Stakeholder Feedback (10%)

Process (10%)



Stakeholder Feedback Example and Scoring

- Target: To increase “positive” response to parent communication questions on the climate survey from 45% effective to 55% effective rating.

Exceeded Goal	Met Goal	Partial Improvement	No Improvement
Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
Rating		3	
Rating Scale		Proficient	

Student Learning Measures (45%)

22.5% of administrators rating based on growth on student growth on state administered assessments in core content areas. This portion must include:

- School Performance Index (SPI) progress year to year;
- SPI for student subgroups

22.5% of administrators rating based on at least two locally determined indicators of student learning, at least one from subjects/grades not state assessed

HS must include cohort graduation and the extended graduation rate

Scoring of SLO's - Pages 18-21

SPI Scoring

Score	Exceeds Target (4)	Meets Target (3)	Approaches Target (2)	Does Not meet Target (1)
SPI Progress Subgroup SPI Progress	>125% of target progress Meets performance targets for all subgroups that have SPI <88 OR all subgroups have SPI > 88	100-125% of target progress Meets performance targets for majority* of subgroups that have SPI <88	50-99% of target progress Meets performance targets for at least one subgroup that has SPI <88	<50% of target progress Does not meet performance target for any subgroup that has SPI <88
	OR The school does not have any subgroups of sufficient size			
SPI Rating	89-100	77-88	64-76	<64
SPI Rating for Subgroups	The gap between the "all students" group and each subgroup is <10 SPI points or all subgroups have SPI > 88 OR The school has no subgroups	The gap between the "all students" group and the majority of subgroups is <10 SPI points	The gap between the "all students" group and at least one subgroup is >10 SPI points.	The gap between the "all students" group and all subgroups is >10 SPI points.

Chart One Whole Student Performance
 Chart Two Subgroup Performance

Level 4	Level 3	Level 2	Level 1
At least 90% of students met the SLO- and IAGD Targets.	At least 70% of students met the SLO- and IAGD Targets.	At least 60% of students met the SLO- and IAGD Targets.	Less than 60% of students met the SLO and IAGD Targets.

Level 4	Level 3	Level 2	Level 1
At least 90% of students in targeted subgroups met the SLO and IAGD Targets.	At least 70% of students in targeted subgroups met the SLO and IAGD Targets.	At least 60% of students in targeted subgroups met the SLO and IAGD Targets.	At least 60% of students in targeted subgroups met the SLO and IAGD Targets.

Example of SLO's

SLO 1: Make Progress towards states 2018 4 year Graduation rate of 94%

IAGD1: Increase Percentage of subgroup students who meet 4-year graduation expectations from 45%-65%

IAGD2: Increase percentage of subgroup students who meet extended graduation rate from 73%-87%

SLO2: Improve student performance on AP exams.

IAGD1: Increase percentage of students scoring a 3 or better on all math AP assessments from 12-13 rate of 32% - 45%

IAGD2: Increase Percentage of students scoring a 3 or better on all reading AP assessments from 12-13 rate of 45%-60%.

Sample scoring of SLO's

	Whole Group Performance	Subgroup Performance	Average
SLO 1	3	2	2.5
SLO 2	2	3	2.5
Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
Total Score			2.5
Rating Scale			Proficient

Teacher Effectiveness (5%)

- Pages 22- 24
1. Improving the percentage (or meeting the target of a high percentage) of teachers who meet the **Student Learning Objectives (SLO's)** outlines in their performance evaluations
 2. Improvement of overall **Practice Ratings** of teachers(after a baseline has been established)
 3. Number of teachers participating in **Career Development** programs that help build capacity within the district (after baseline has been established).

Summative Evaluation Report

See pages 25-29

- PRACTICE RATING:

Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%

- OUTCOMES RATING:

Student Learning (45%) + Teacher Effectiveness (5%) = 50%

- OVERALL RATING:

Practice (50%) + Outcomes (50%) = 100%

<i>Summative Rating Matrix</i>		<i>Practice Related Indicators Rating</i>			
		Exemplary	Proficient	Developing	Below Standard
<i>Outcomes Related Indicators Rating</i>	Exemplary	Exemplary	Exemplary	Proficient	<i>Gather further information</i>
	Proficient	Proficient	Proficient	Proficient	<i>Gather further information</i>
	Developing	Proficient	Developing	Developing	Below Standard
	Below Standard	<i>Gather further information</i>	Below Standard	Below Standard	Below Standard

Evaluation Professional Learning

- PD opportunities directly linked to specific outcomes of the evaluation process.
- Related to student learning results;
- Observation of practice;
- Stakeholder feedback

Improvement Plans

- Identify resources, support, strategies, outcomes and timeline
- It is the expectation that all administrators will be proficient.

Comparison of Former Plan to New Plan

Level	Current Plan	Level	New Plan
Induction (enter with no experience - 2 years) (enter with experience - 1 year)	Goal Setting - 2 Goals Two formal observations with written feedback Mid- Year Conference End of Year Conference	Rated one of four levels annually: Exemplary Proficient Developing Below Standard	Self-Reflection Goal Setting - Up to 4 Goals 1 Formal (2 for Below or Developing) and 4 Informal Observations) Mid Year Conference End of Year Conference
Professional Growth	Self-Reflection once every 3 years Goal setting, action research, peer coaching, special projects Mid Year Conference End of Year Conference		Self-Reflection Goal Setting - Up to 4 Goals 1 Formal (2 for Below or Developing) and 4 Informal Observations) Mid Year Conference End of Year Conference

Time-line and Training

- Timeline and Training:
 - Submit to state May 1 for feedback.
 - Address recommendations/revisions May.
 - Present to Board for final approval in June.
 - Full implementation for all leaders in 2013-2014
 - Administrative Team will review/revise annually to improve/resubmit to board/state.
- Training on the new system including calibration of scoring for evaluators will begin in May and continue through the Administrators 5 day summer institute and yearly administrative council meetings.

Data Management System - TBD

The entire system will be digital.

Questions



Granby Public Schools



Granby Administrator Effectiveness, Professional Learning, and Performance Evaluation Manual

Administrator Evaluation Manual

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GRANBY PUBLIC SCHOOLS

Educator Effectiveness, Professional Learning and Performance Evaluation: The Process for Supervising and Evaluating Granby Educators

Board of Education:

Cal Heminway (Chairman)
Ed Ohannessian (Vice Chairman)
Jenny Emery (Secretary)
Lynn Guelzow
Ben Perron
Ronald Walther
Rosemarie Weber

Superintendent:

Alan Addley

District Administrators:

Diane Dugas, Director of Curriculum
Aimee Martin, Director of Pupil Personnel Services
Mike Dunn, K-12 Language Arts Supervisor
Patricia Law, High School Principal
Kimberly Calcasola, High School Assistant Principal
Kathleen Sutton, High School Assistant Principal
Paul Osypuk, Middle School Principal
Robert Gilbert, Kelly Lane Intermediate School Principal
Anna Forlenza-Bailey, Wells Road Intermediate School Principal
Kimberly Dessert, F.M. Kearns Primary School Principal

Overview of Administrator Evaluation Process

Introduction

A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness. The Granby Public Schools administrator evaluation system defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); (3) and the perceptions of the administrator's leadership among key stakeholders in their community.

Annual summative evaluations provide each administrator with a summative rating aligned to one of four performance levels:

- Exemplary: Substantially exceeding indicators of performance
- Proficient: Meeting indicators of performance
- Developing: Meeting some indicators of performance but not others
- Below Standard: Not meeting indicators of performance

Evaluation and the District Vision and Mission

As a district, we are responsible to ensure that effective teaching is supported in all classes by developing human capacity. Granby believes that a community of learners is the foundation to continuous growth for all professionals, especially its leaders. These important values are codified through the following important organizational elements:

Beliefs and Core Values

To achieve Granby's vision of implementing a collaborative and reflective administrator evaluation process, the goals of this evaluation system are:

- Ensuring the learning and growth for **all** students;
- Ensuring the learning and growth for **all** professionals;
- Ensuring the continuation of Granby's professional collaborative model including PLC and meeting structure that allows for continued reflection, collaboration and communication around student learning and growth;
- Ensuring the continuation and deepening of opportunities for professional sharing and feedback in support of continuous adult learning to meet the needs of students;
- Ensure multiple and varied opportunities for leaders to advance leadership practice and to grow professionally.

Through the implementation of a collaborative and reflective administrator evaluation process it is believed Granby leaders will actualize the districts vision, mission, and goals as follows:

Vision

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

Mission

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

Achievement Goal

By 2015, students will demonstrate powerful thinking by systematically solving problems through analyzing and synthesizing information and articulating/defending a position.

Learning Principles

The Granby learning principles reflect our district's beliefs and values and describe the non-negotiable conditions required in every learning environment that are a guaranteed right for every student. These conditions constitute effective teaching and learning and serve as guiding principles in which staff and students are held accountable. Students learn best when teachers provide opportunities for them to:

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

Theory of Action

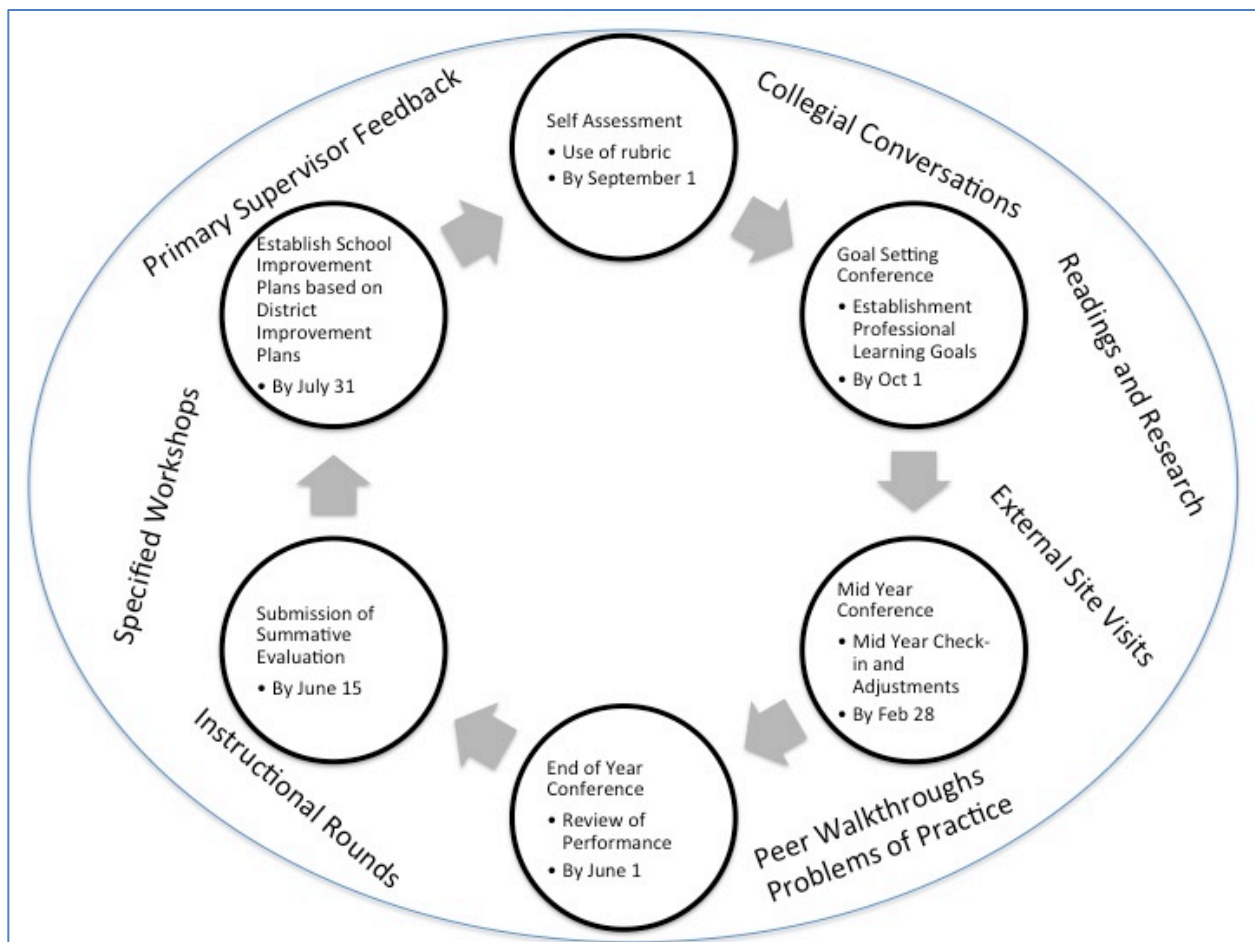
We know Educator quality has the greatest impact on increasing student learning. Therefore, if students are provided access to highly effective Educators who also develop caring responsive relationships, AND if the structures and culture of professional learning communities are used to support high expectations for student learning in and improve instruction through the use of standards-based curriculum, data driven decision making, effective teaching strategies, ongoing monitoring, and flexible time for struggling learners, THEN We will meet the needs of all learners and all students will achieve at high levels.

Four Categories of Administrator Evaluation

Overview of Process

Administrators and supervisors interact throughout the process in support of a thorough analysis of professional performance. A strong combination of self-reflection and interaction with a supervisor provides the necessary review of practice to support administrator growth and development. **Figure 1** graphically represents the on-going cycle of professional review and development for Granby Public Schools administrators.

Figure 1



Essential to the process is the establishment of School Improvement Plans aligned to district improvement plans. Review of this and other fundamental school planning documents along with a self-reflection provides the context for administrators to set goals in support of student performance as well as their own professional learning. Stakeholder feedback is also made available to support goals setting and year-long growth planning. These growth goals become the focus of collegial discussion during a mid-year Conference

to ensure administrators are tracking towards their anticipated performance and achievement outcomes. **(See Form A in Appendix A).**

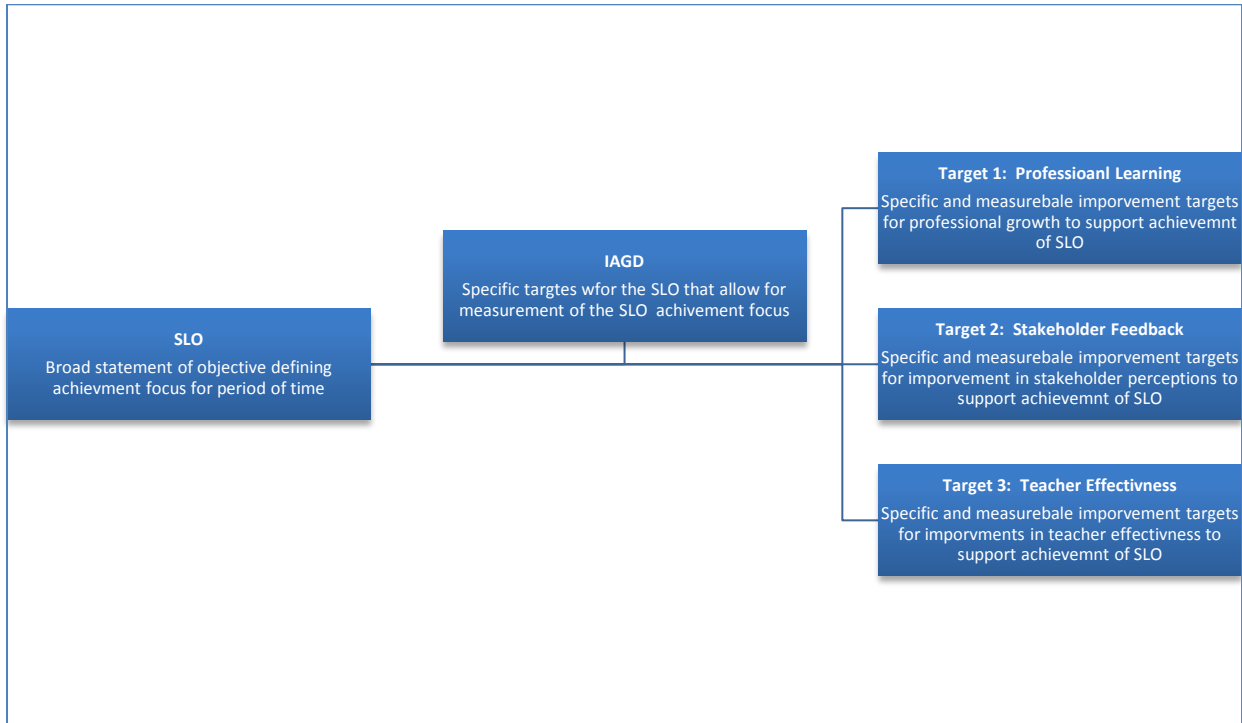
Goal Setting and Review

The goal setting process is predicated on the collection of various sets of data that will allow an administrator's to truly reflect upon their practice and the outcomes of their previous year. Form A outlines the structure for this process.

Administrators begin with the self-reflection using the Granby CT Common Core of Leading. Administrators will review each section of the rubric analyzing their own practice and determining areas of strength and areas of weakness. In conjunction with this review of professional practice, administrators should consider their schools performance and the district and school improvement plans to establish two Student Learning Objectives, coupled with Indicators of Academic Growth and Development that will focus review of their student outcomes at the end of the evaluative cycle. These goals are outlined in more detail in the Student Learning Measures section of this document beginning on page 18. Additional data, if not already taken into consideration during the district and school improvement planning process, should also be considered. Administrators are encouraged to review stakeholder feedback data and teacher effectiveness needs and make connections between their Student Learning Objectives and targets they are setting for their professional growth, improvements related to the perceptions of key stakeholders including parents, teachers and student, and the targets they set for influencing and improving teacher effectiveness. If an administrator cannot establish a clear through line with all of these data points, additional goals may be established that allow the administrator to focus their attention on each of these important areas of growth and development.

The general structure for an administrator's goal setting for the year is outlined in **Figure 2**.

Figure 2



Details to assist an administrator in design of each Student Learning Objective and corresponding targets are outlined in sections that follow.

Category 1: Administrator Performance and Practice (40%)

Forty percent (40%) of an administrator’s* evaluation shall be based on ratings of administrator performance and practice by the district superintendent or her/his designee(s). *For the purpose of this section, the word “administrator” will constitute those individuals in positions requiring an administrative certification (092) including principals and assistant principals. Individuals holding an (092) certification but whose primary role includes teaching students will be evaluated under the district’s teacher evaluation system.

Forty percent (40%) of an administrator’s evaluation shall be based on observation and evidence collection related to leadership practice and performance as articulated in Granby Public School’s modified version of the CT Common Core of Leading Leadership Rubric. Supervisors will collect evidence through three distinct methodologies, meetings and school visits, formal observations of administrator practice, and on-going review of artifacts. Additionally, review of artifacts including professional development plans, teacher feedback, administrator reflections as well as planning documents, school improvement plans, and evidences of teacher development and professional relationships can also be considered in measuring administrator performance and practice. The collection of gathered evidence via meetings and school visits, formal observations of administrator practice, and ongoing review of practice may take place during the quarterly half day visits that are prescheduled at the beginning of each year between the administrator and their evaluator. **Table 1** provides an overview of the core actions to be taken by administrators and their supervisor throughout the year.

Table 1

Days	Administrators
By Oct 1 st	Administrator Self-Reflection Complete Administrator reviews district/and or School data (as codified in DIP/SIP) and Stakeholder Feedback that is relevant to their job function in order to assist in the establishment of their goals.
By Nov 1 st	Beginning-of-year Goal setting Complete (administrator with evaluator)
1-90	Minimum of 1 Formal observation (2 for new or Below Standard/Developing Administrators)
1-90	Minimum of 2 Informal observation: Quarterly Meetings/Visits (Half Day Visits)
By Feb 28 th	Mid-year conference (Administrator w/ evaluator)
90-180	Minimum of 1 Formal observation (2 for new or Below Standard/Developing Administrators)
91-160	Minimum of 2 Informal observation: Quarterly Meetings/Visits (Half Day Visits)
Ongoing Complete submission By June 1 st	Submission of artifacts (Ongoing by administrators)
By June 1 st	End-of-Year conference with complete submission of artifacts (Administrator w/ primary supervisor)

For Assistant Principals and Central Office Staff, each of the above described processes will address specific job functions.

For the purpose of clarifying the systems of meetings and observations, the following definitions of evidence collection are provided:

Formal Observation: Formal observations will be announced visits that are focused on administrator goals and targets and will provide an opportunity for the evaluator to collect evidence and provide feedback relative to the Granby Performance Continuum. The evaluator will establish a time for a school based or job-specific visit that provides opportunities for written and oral feedback.

Informal Observation: Informal observations are unannounced school based or job-specific visits that allow an evaluator to see leadership practice in action. These types of visits can include but are not limited to: brief observations of leadership practice in team meetings, staff meetings, professional development, parent or student interactions, classroom visitations, school wide-functions and written feedback provided based on the Granby Continuum.

Artifact Review

All administrators will have the opportunity to collect information relative to their practice that can be shared with an evaluator in support of their overall evaluation and across all domains of Granby's Common Core of Leading Leadership Continuum. Artifacts are submitted as evidence of administrator effectiveness in terms of the leadership standards. For each document uploaded, administrators will be able to indicate which Performance Expectations and Elements the artifact supports.

Artifacts should be organized to help evaluators understand performance and/or progress related to goals and targets established at the beginning of the year as well as provide an opportunity for review of administrator practice associated with the how these artifacts will be organized to help evaluators and administrators engage in meaningful discussions about specific performance and practice.

Artifacts MAY include:

School Improvement Plan
Faculty Meeting Agendas
PD Plans
Teacher feedback

Table 3 provides a list of additional documents and processes that can be used to support meaningful dialogue relative to evidence and artifacts.

Table 3

Action	Person	Documents
Review of School Improvement Plan	Supervisor/ Admin	School Improvement Plan
Identification of key documents that support teaching and learning	Supervisor/ Admin	Faculty Meeting Agendas and PD plans
Review of school wide achievement data	Supervisor/ Admin	Achievement Results
Review of teacher summative evaluations	Supervisor/ Admin	Summative Teacher Evaluation documents
Review of school climate data	Supervisor/ Admin	School Climate Survey
Review of Professional Learning Communities	Supervisor/ Admin	PLC survey
Review of Theory of Action	Supervisor/ Admin	Theory of Action
Review of Instructional Problem of Practice	Supervisor/ Admin	Problem of Practice – Results of School Walkthrough data

Mid-Year Conference

The administrator and the evaluator meet during the year to discuss the progress related to the goals and targets set by the administrator. The focus of this meeting will be to examine progress and discuss potential need for refocus or change to current targets and action steps.

End-of Year Conference

The administrator and the evaluator meet prior to submission of the final summative evaluation to review and reflect upon the level of performance associated with the goals and targets set by the administrator. This provides an opportunity for final self-reflection and clarification of performance prior to the final summative evaluation being submitted by the evaluator.

Leadership Performance Rubric

Granby Public Schools has, through a committee process including input from all administrative level staff in the district, reviewed and analyzed various leadership rubrics to determine the best leadership framework for analysis of administrative performance and practice. The committee has made modifications to the CT Common Core of Leading Leadership Rubric. The committee has maintained the six (6) Performance Expectations. The Elements were used to replace the indicators and indicators were consolidated to create the continuum levels. **Appendix B** shows the full Continuum to be used for all procedures associated with the 40% administrator performance and practice.

Granby Public Schools will use the following structure to weigh the six (6) Performance Expectations of the CT Common Core of Leading. According to the PEAC established Guidelines, Performance Expectation #2 Teaching and Learning must weigh twice as much as any other performance expectation from the continuum.

Performance Expectations	Score	Weight	Points (Score x Weight)
Vision, Mission, and Goals		20%	
Teaching and Learning		40%	
Organizational Systems and Safety		10%	
Families and Stakeholders		20%	
Ethics and Integrity		5%	
The Education System		5%	
Total			

e.g.

Performance Expectations	Score	Weight	Points (Score x Weight)
Vision, Mission, and Goals	2	20%	.40
Teaching and Learning	2	40%	.80
Organizational Systems and Safety	4	10%	.40
Families and Stakeholders	2	20%	.40
Ethics and Integrity	3	5%	.15
The Education System	4	5%	.20
Total			2.35

For Central Office Staff (Director of Pupil Services, Director of Curriculum), weighting are modified to address specific job functions.

For these Central Office Administrators, Granby Public Schools will use the following structure to weigh the six Performance Expectations of the Granby Common Core of Leading.

Performance Expectations	Score	Weight	Points (Score x Weight)
Vision, Mission, and Goals		20	
Teaching and Learning		40	
Organizational Systems and Safety		10	
Families and Stakeholders		10	
Ethics and Integrity		5	
The Education System		15	
Total			

Additional district staff may require modifications to the weighting in alignment with their specific job functions as approved by the Superintendent.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each performance expectation in the Granby Public School’s modified version of the CT Common Core of Leading Leadership Continuum. Evaluators collect written evidence about and observe the principal’s leadership practice across the six performance expectations described in the Continuum and as specified in the preceding tables. Specific attention is paid to leadership performance areas identified as needing development.

Form B provides structures for on-going evidence collection and has been provided in Appendix C. Once the evidence has been reviewed and an administrator’s final score has been determined based on the weighting of each Performance Expectation, the supervisor will use **Form C** to record a final rating.

e.g.

Performance and Practice Rating

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
Rating		2.35	
Rating Scale		Developing	

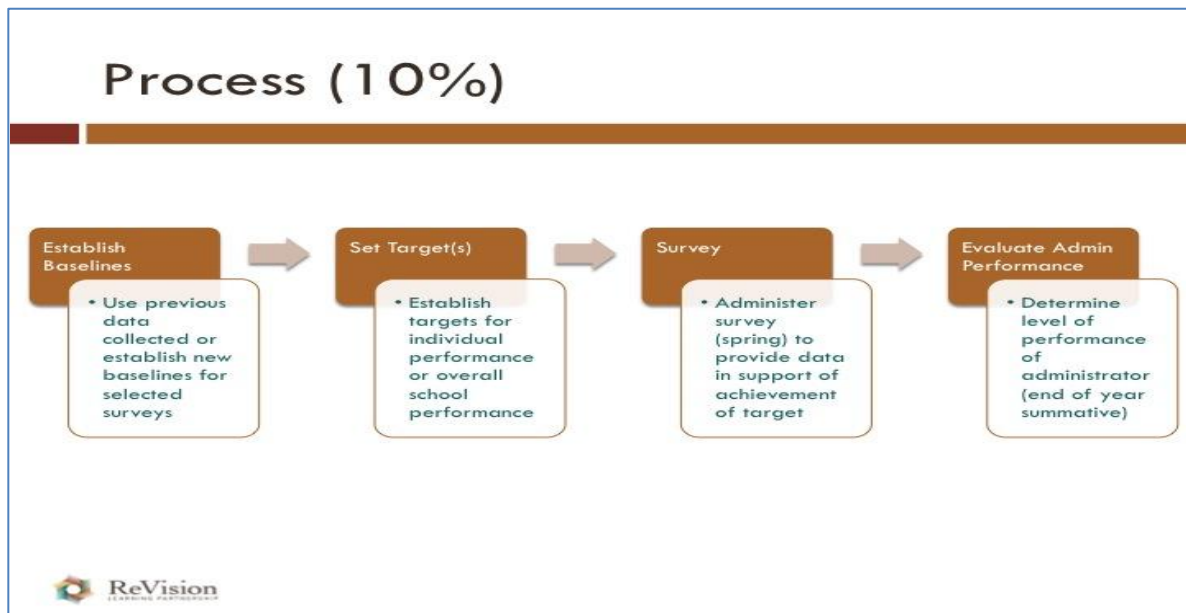
Stakeholder Feedback (10%)

Ten percent (10%) of an administrator’s summative rating shall be based on feedback from stakeholders on areas of principal and/or school practice as described in the Connecticut Leadership Standards. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (other staff, community members, students, etc.). More than half of the rating of a principal on stakeholder feedback must be based on an assessment of improvement over time. To ensure a proper baseline has been established prior to assessing improvement over time, Granby will begin to apply an analysis of administrator improvement to assessment of performance related to Stakeholder Feedback in year 2 which will allow for a clear understanding of Growth. Granby will set both common targets of improvement and performance for all administrators, as well as, where necessary, set specific targets for individual administrators.

Granby Public Schools has selected to use of school climate survey data in the analysis of stakeholder feedback. **Appendix D** provides examples of survey questions from the selected Granby Public School survey.

The general process for survey implementation in Granby is described in **Figure 2**

Figure 2



Administrators will articulate targets associated with data collected by stakeholders. When applicable, administrators will make specific connections between Student Learning

Objectives being set and the targets and associated actions in response to Stakeholder Feedback. **Form A: Administrator Goal Setting, Self-Reflection and Conference Form** is used to support the articulation of these targets.

Assessment of performance in Stakeholder Feedback will be based on review of survey data as it related to targets established during the Goal Setting Conference.

Exceeded Goal	Met Goal	Partial Improvement	No Improvement
Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
Rating			
Rating Scale			

Example Target

Target is to increase *positive* response to Parent Communication questions on Survey from 45% rating at effective to 55% rating at “effective”.

For purposes of our example we will suggest that the target was met at 55% responding at “effective” on the survey question(s)

Exceeded Goal	Met Goal	Partial Improvement	No Improvement
Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
Rating		3	
Rating Scale		Proficient	

If review of data revealed that a positive response rate at 50% rating at “effective” during the spring administration, showing a 5% change, this would constitute a *Developing* rating based on the rating scale.

Student Learning Measures (45%)

Forty-five percent (45%) of an administrator's summative rating shall be based on multiple student indicators.

- Twenty-two point five percent (22.5%) of an administrator's rating shall be based only on student performance and/or growth on the state-administered assessments in core content areas that are part of the state's approved accountability system.

This portion must include:

- School Performance Index (SPI) progress from year to year;
 - SPI progress for student subgroups
- Twenty-two point five percent (22.5%) of an administrator's rating shall be based on at least two locally-determined indicators of student learning, at least one of which must include student outcomes from subjects and/or grades not assessed on state-administered assessments.

Sample Local measures in Granby include but are not limited to:

- DRAII
- DAW
- Performance Tasks
- Behavioral Data
- Attendance Data

For administrators in high schools, selected indicators must include:

- The cohort graduation rate and the extended graduation rate.

For all school-based administrators, selected indicators must be relevant to the student population served by the administrator's school and may include:

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content-area assessments, AP and IB examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade core subjects.
- Student performance or growth on school-or classroom-developed assessments in subject areas for which there are no available state assessments.

Additional district Administrators are allowed to write 2 SLO's based on locally developed measures and that focus on a subset of staff, grade level, or content with the job responsibilities.

For assistant principals, indicators may focus on a subset of teachers, grade level, or subjects consistent with the job responsibilities of the assistant principal being evaluated.

For Central Office administrators, indicators may focus on job specific responsibilities and will include district wide examination of performance relative to the District Performance index. 22.5% will be based on Student Learning Objectives outlined toward improvement in SPI for targeted job responsibility, and 22.5% will be based on a Student Learning Objective developed to support advancement of an identified subgroup, school or set of schools.

SLO Scoring:

Scoring for SLO 1 is based on the SPI and the SDE process outlined in the default model-SEED

Score	Exceeds Target (4)	Meets Target (3)	Approaches Target (2)	Does Not meet Target (1)
SPI Progress	>125% of target progress	100-125% of target progress	50-99% of target progress	<50% of target progress
Subgroup SPI Progress	Meets performance targets for all subgroups that have SPI <88 OR all subgroups have SPI > 88	Meets performance targets for majority* of subgroups that have SPI <88	Meets performance targets for at least one subgroup that has SPI <88	Does not meet performance target for any subgroup that has SPI <88
	OR The school does not have any subgroups of sufficient size			
SPI Rating	89-100	77-88	64-76	<64
SPI Rating for Subgroups	The gap between the "all students" group and each subgroup is <10 SPI points or all subgroups have SPI > 88 OR The school has no subgroups	The gap between the "all students" group and the majority of subgroups is <10 SPI points	The gap between the "all students" group and at least one subgroup is >10 SPI points.	The gap between the "all students" group and all subgroups is >10 SPI points.

Scoring for SLO's: SLO2 and 3 (where applicable) will receive 2 scores

- 1 score for Whole Student Performance
- 1 score for Subgroup Performance

Whole Group Performance

Level 4	Level 3	Level 2	Level 1
At least 90% of students met the SLO- and IAGD Targets.	At least 70% of students met the SLO- and IAGD Targets.	At least 60% of students met the SLO- and IAGD Targets.	Less than 60% of students met the SLO and IAGD Targets.

Sub Group Performance

Level 4	Level 3	Level 2	Level 1
At least 90% of students in targeted subgroups met the SLO and IAGD Targets.	At least 70% of students in targeted subgroups met the SLO and IAGD Targets.	At least 60% of students in targeted subgroups met the SLO and IAGD Targets.	At least 60% of students in targeted subgroups met the SLO and IAGD Targets.

The two scores for SLO 2 are averaged together

The two scores for SLO 3 (where applicable) are averaged together

Example Student Learning Objectives

SLO1 has to be based on state-administered assessments.

The state's target is an SPI of 88 so if your school is at 88, the goal would be to maintain. If you're below that, your goal is the state's target.

Goal for achievement gap is less than 10.

The State Department of Education has established a school classification system to support schools is the analysis and design of performance targets related to the SPI. Schools should determine their classification and refer to resources provided by CSDE as they develop their Indicators of Academic Growth and Development around their SPI. The classifications are as follows:

- Excelling
- Progressing
- Transitioning
- Turnaround

Information on the CSDE classification system can be found in [Appendix --](#)

Below is an example of SLO's and IAGD's.

SLO1: Increase current SPI of 67 to 77 in the 2013-2014 school year

IAGD1: Decrease the percent of students scoring basic by 50% across reading (From 20 students scoring basic in reading =<10 students scoring basic)

IAGD2: Increase the percentage of proficient students belonging to a subgroup from the current 25% to 45% in reading.

SLO2: Increase the percentage of students who are reading on grade level

IAGD1: 85% of students in grade 2 will meet goal on DIBELS spring assessment.

IAGD2: 50% of 5th grade African American boys will maintain proficiency or increase a minimum of one performance band on CMT reading assessment.

High School Example:

SLO1: Make progress towards state's 2018 4-year graduation rate of 94%

IAGD1: Increase percentage of subgroup students who meet 4-year graduation expectations from 45% to 65%

IAGD2: Increase percentage of subgroup students who meet extended graduation rate from 73% to 87%

SLO2: Improve student performance on AP exams.

IAGD1: Increase percentage of students scoring a 3 or better on all math AP assessments from the 2012-2013 rate of 32% to 45%

IAGD2: Increase percentage of students scoring a 3 or better on all reading AP assessments from 2012-2013 rate of 45% to 60%.

e.g.

Using the scoring structure provided on page 19 below is a sample score

	Whole Group Performance	Subgroup Performance	Average
SLO 1	3	2	2.5
SLO 2	2	3	2.5
Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
Total Score			2.5
Rating Scale			Proficient

Teacher Effectiveness (5%)

Five percent (5%) of an administrator’s summative rating shall be based on teacher effectiveness outcomes. For assistant principals, measures of teacher effectiveness shall focus only on those teachers the assistant principal is responsible for evaluating.

Acceptable measures include:

- Improving the percentage (or meeting the target of a high percentage) of teachers who meet the Student Learning Objectives (SLOs) outlined in their performance evaluations.
- Improvement of overall Practice Ratings of teachers (after a baseline has been established).
- Number of teachers participating in Career Development programs that help build capacity within the district (after a baseline has been established).

For Assistant Principals and Central Office Staff, measures may focus on a subset of teachers, grade level, or subjects consistent with the job responsibilities of the administrator being evaluated.

Granby Public Schools believes that teacher effectiveness is based on not only performance outcomes as defined in SLO’s but also in the ability of Leadership to promote new and continuous learning toward teacher growth and development. Furthermore, creating sustainability for the district through participation in career development pathways provides an important context to the influence of leadership on teacher practice. Therefore, the weighting of Teacher Effectiveness will be examined in the following manner:

In Year One

Teacher Effectiveness Component	Weight
SLO’s	100
Practice Ratings	0
Career Development	0

Year 2 and Beyond

Teacher Effectiveness Component	Weight
SLO's	25
Practice Ratings	25
Career Development	50

A Supervisors assessment of these areas is based on the following:

SLO's			
Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
81-100% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	61-80% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	41-60% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation	0-40% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student growth portion of their evaluation

Practice Ratings			
Exemplary Practice (4)	Proficient Practice (3)	Developing Practice (2)	Below Standard Practice (1)
81-100% of teachers have increased Practice Ratings by one performance level within school year.	61-80% of teachers have increased Practice Ratings by one performance level within school year.	41-60% of teachers have increased Practice Ratings by one performance level within school year.	0-40% of teachers have increased Practice Ratings by one performance level within school year.

Career Development			
Exemplary Practice (4)	Proficient Practice (3)	Developing Practice (2)	Below Standard Practice (1)
Increases in teachers participating in Career Development Opportunities.	Increases in teachers participating in Career Development Opportunities.	Increase in teachers participating in Career Development Opportunities.	No increase in teachers participating in Career Development Opportunities.

Specific structures for review of performance on these important Year Two Teacher Effectiveness components will be reviewed throughout the 2013-1014 school year in order to establish fair and appropriate system analysis of administrator performance. In year one, only SLO performance will constitute the 5% for Teacher Effectiveness.

Teacher Effectiveness Component	Score	Weight	Points (Score x weight)
SLO's		25%	
Practice Ratings		25%	
Career Development		50%	
Total Score			

e.g.

Teacher Effectiveness Component	Score	Weight	Points (Score x weight)
SLO's	2	25%	0.5
Practice Ratings	2	25%	0.5
Career Development	2	50%	1.0
Total Score			2
Rating Scale			Developing

Aggregate and Summative Scoring

The process for determining summative evaluation ratings has three steps:

Step 1: Determine the **PRACTICE RATING** based on the review of practice and information gathered through on-going observation of performance and practice (as outlined in previous sections) as well as the Goal Setting Conference, Mid-Year Conference and the End-of-Year Conference combined with performance towards stakeholder feedback targets

Step 2: Determine the **OUTCOMES RATINGS** based on review of the SPI and other outlined indicators of student learning

Step 3: Combine the two ratings into an overall rating using the *Summative Rating Matrix*

Step 1: PRACTICE RATING: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%

The practice rating is determined based on an administrator's performance on the six performance expectations of the leader evaluation continuum and the three stakeholder feedback targets. An *Administrator Practice and Performance Rating Form B* are provided to help support the overall assessment and rating of an administrator relative to the practice and performance expectations described in previous section. Review of administrator performance towards stakeholder targets are added to the Practice and Performance rating to arrive at an overall score for an administrator's Practice Outcome.

Step 2: OUTCOMES RATING: Student Learning (45%) + Teacher Effectiveness (5%) = 50%

The outcomes rating is based on two student learning measures as outlined in previous sections and teacher effectiveness outcomes. As shown in the *Administrator Student Learning Rating Form*, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. These two combine to form the basis of the overall outcomes rating.

Step 3: OVERALL RATING: Practice (50%) + Outcomes (50%) = 100%

The overall rating combines the practice and outcomes ratings using the matrix below. If the two categories are highly discrepant (e.g., a rating of 4 for practice and a rating of 1 for outcomes), then the superintendent should examine the data and gather additional information in order to make a final rating.

<i>Summative Rating Matrix</i>		<i>Practice Related Indicators Rating</i>			
		Exemplary	Proficient	Developing	Below Standard
<i>Outcomes Related Indicators Rating</i>	Exemplary	Exemplary	Exemplary	Proficient	<i>Gather further information</i>
	Proficient	Proficient	Proficient	Proficient	<i>Gather further information</i>
	Developing	Proficient	Developing	Developing	Below Standard
	Below Standard	<i>Gather further information</i>	Below Standard	Below Standard	Below Standard

e.g.

Summative evaluation of performance based on Form B Observation Protocol weighted against ***Granby Common Core of Leading***

Example of Summative Rating Form (see Form C)

Performance and Practice Rating:

Summative evaluation of performance based on Form B Observation Protocol weighted against <i>CT Common Core of Leading</i>
Comments
Administrator: <i>Throughout the year I have concentrated my efforts on improvements in Performance expectation #1 Vision, Mission, and Goals. I have seen significant improvements in my communication of the vision but continue to work on building a shared understanding among my staff. I also continue to need concentrated time to explore my skills as an instructional leader as represented in my final assessments in Performance Expectation #2.</i>
Superintendent: <i>Over the course of this year we have seen some growth in the ability to establish a clear, data driven, vision for the school but continued effort needs to occur related to communication of that vision with staff. Furthermore, a clear connection needs to be made between the vision and mission and a cycle of continuous improvement for the school. Organizing to realize the vision and mission becomes a key focus for next school year.</i>

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective Practice
Total		2.35	
Rating Scale		Developing	

Stakeholder Feedback Rating:

Summative evaluation of performance based on assessment of performance related to targets associated with Stakeholder Feedback
Comments
Administrator: <i>The school concentrated on parent communication this past year based on data showing a 60% response rate below effective practice. We established school wide goals that allowed us to concentrate our efforts on changing the level and quality of our parent outreach. As a result we met our primary target of increasing the total positive responses to the parent communication sections and we provided additional opportunities for feedback to help us understand the overall impact of our efforts.</i>
Superintendent: <i>The administrator met the target set at the beginning of the year while engaging in the right type of consistent action to ensure success in meeting those targets. The administrator sought feedback from parents throughout the year at both newly designed and introduced outreach programs as well as traditional parent-school opportunities.</i>

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective Practice
Total		3	
Rating Scale		Proficient	

Student Learning Measure

Summative evaluation of performance based on Review of SLO's
Comments
Administrator: <i>The school has been able to increase its SPI score by two points this year and has met greater than 50% of all its whole group and subgroup performance targets. The school leadership team has worked closely with teachers to examine their student's performance in a deeper way this year and we have established a stronger school wide culture of achievement.</i>
Superintendent: <i>The administrator has been able to increase its SPI this year and has met many of the targets set at the beginning of the year. The work completed to align teacher performance across the school has created a positive environment for learning. Additional focus on specific classroom outcomes to encourage changes in performance across the school and within subgroups will be necessary to continue to move student outcomes.</i>

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective Practice
Total SLO 1		2.5	
Total SLO 2		2.5	
TOTAL SLO SCORE		2.5	
Rating Scale		Developing	

Teacher Effectiveness

Summative evaluation of performance based on Teacher Effectiveness targets
Comments
Administrator: <i>We have continued to concentrate on creating a culture of achievement in our school that continues to create positive results for our students. As a result, 50% of the teachers have met the objectives and Indicators of Academic Growth and Development.</i>
Superintendent: <i>Continued focus on development of a culture of achievement throughout the school will help in student growth in the school.</i>

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective Practice
		2	
Total		2	
Rating Scale		Developing	

Total Overall Rating

Practice Rating = Proficient

Outcomes Rating = Developing

Overall Summative Rating = Developing

Evaluation-Based Professional Learning

Administrators attend conferences, workshops, participate in curriculum development committees, participate in the development of school improvement plans, and take coursework to stay up-to-date on the latest educational reforms in addition to their normal job responsibilities. Professional learning opportunities for administrators are directly linked to specific outcomes of the evaluation process as it relates to student learning results, observation of professional practice, or the outcomes of stakeholder feedback. These professional learning opportunities are based on the individual or group of individuals' needs that are identified through the evaluation process. For those administrators who consistently demonstrate the highest levels of performance, additional opportunities for professional growth are available (See Career Development and Growth)

Individual Administrator Improvement and Remediation Plans

Granby Public Schools will create plans of individual improvement and/or remediation for principals whose performance level is Developing or Below Standard. These plans will be collaboratively developed with the administrator and his or her exclusive bargaining representative. The plan must:

- Identify resources, support and other strategies to be provided to the administrator to address documented deficiencies;
- Indicate a timeline for implementing such resources, support or other strategies in the course of the same year that the plan is issued; and
- Include indicators of success, including a summative rating of Proficient or better at the conclusion of the improvement or remediation plan.

An Administrator receiving a Below Standard rating who, after 45 days, has not clearly demonstrated improvement on stated objectives as predetermined in the Professional Assistance Plan, will be moved to termination. Administrator receiving a Developing rating who, after 180 days, has not clearly demonstrated improvement on stated objectives as predetermined in the Professional Assistance Plan and in their overall summative rating, will be moved to termination.

Administrator Support Plan Procedures

1. If the summative performance of an administrator is rated ineffective, the evaluator will provide the administrator with written notification that a conference is required. The Evaluator will set a date and time for this conference, which should take place within three weeks after the Ineffective rating is determined (possible

June meeting for articulation of planning for following school year – this must align to district calendar and personnel schedules i.e. 10 month versus 12 month administrative staff).

2. The Evaluator and a representative from The Granby Administrators Association (GASA) will conduct the conference with the administrator. At this meeting, the Evaluator will state the concern(s) regarding the administrator's performance and the administrator will be given the opportunity to verbally respond to the concern(s).
3. If, after this meeting, the Evaluator determines that an Administrator Support Plan is needed, he/she will notify the administrator in writing of the specific reasons for placing the administrator on an Administrator Support Plan. This notification may occur at any time within the next thirty (30) working days. A copy of the notification will be sent to Human Resources, and the Administrator Association will be notified simultaneously.
4. Once the administrator receives this notification, he/she will have ten (10) working days to respond in writing to the Evaluator. However, a response is not required.
5. At any time after notification of being placed on an Administrator Support Plan, the administrator has the option of requesting a support team. This two-person team will consist of one staff member (Central Office or School-Based) or principal/administrator selected by the administrator and one selected by the Evaluator. The nature of this team is purely supportive (not punitive). The team will assist, and not evaluate, the administrator in mutually agreed-upon ways.
6. Following the conclusion of the ten-(10) day response period, the Evaluator will schedule a meeting within the next ten (10) working days to determine the plan of action for the Administrator Support program. This meeting will include both the administrator and a representative from GASA.
7. This Administrator Support Plan will include a restatement of the area(s) of concern, what type/extent of improvement is needed, steps to be taken to achieve that improvement, and an estimate of the time (days/weeks) when the improvement should be observable.
8. The Administrator Support Plan will be implemented by the Evaluator working in conjunction with the administrator. Both parties are responsible for taking appropriate and timely measures in an effort to effect an improvement in the administrator's professional practice.

9. If an improvement is not evident after stated estimation of time (see Step 7) additional action may be taken to either intensify support or begin action in support of dismissal.

Career Development and Growth

Granby Public Schools has established a system upon which its highest performing administrators (those administrators who consistently demonstrate Exemplary summative ratings) are provided opportunities for professional learning that replaces the standard protocols for professional learning outlined in the Granby Public Schools Administrator evaluation program. Through their Professional Growth Planning, administrators can control their own professional development after receiving feedback and guidance from their direct supervisor.

For administrators rated highly effective career development and growth opportunities may include but are not limited to mentoring /coaching early career administrators or administrators new to the district; participating in development of administrator growth plans for peers whose performance is developing or below standards; ;leading professional learning communities for their peers and/or peer inquiry.

Professional Growth Options

Professional growth options include, but are not limited to the following:

- A. **Peer Coaching** – The peer coaching option includes the participation of two or more administrators to practice peer support through a collegial approach to the observation and review of learning situations in the classroom. This option requires participation in a training component designed to assist in observation, feedback, and communications techniques.
- B. **Reflection and Continuous Learning** – This option provides the administrator the opportunity to engage in self-evaluation of the effects of leadership practice on teacher and student performance. Through collaboration with the designated evaluator and possibly other colleagues, the administrator will analyze school and/or district professional development needs, school and/or district student performance outcomes, and propose supports structures to improve practice and performance.
- C. **Independent Project** – This option allows for the administrator to enrich his/her knowledge of leadership practices or related areas through an examination of professional literature, participation in professional organizations, participation in action research, attendance at seminars, workshops or related professional activities.

D. **Portfolio** – This option allows administrators the opportunity to develop a portfolio that focuses on a portion of one of the following. Training and technical assistance are recommended:

- Granby Public Schools Teaching and Learning Continuum
- Connecticut's Common Core Leading
- Common Core State Standards
- Standards for School Leaders (as applies to administrators)

E. **Leadership and Collaboration** – This option allows for the leader to participate in leadership activities designed to create and promote a positive, collaborative school culture. Leadership experiences can be school or community-based and involve strategies that can impact student learning. Administrators are encouraged to use this option to work collaboratively with district/school/community leaders in unique ways.

H. **Other** – Administrators are encouraged to creatively explore and design options which improve effectiveness, encourage professional growth and positively impact student learning. Creative options are developed in collaboration with the evaluator and other district colleagues.

Orientation Programs

Key to the orientation of administrators is the process used to develop the plan. All administrators within the district subject to the plan were involved in its development which was facilitated by outside consultants from Revision Learning. Building off of current effective leadership practice within the district Granby Administrators reviewed current research restructuring and enhancing a quality professional learning system for leaders.

During the first year of implementation time is designated during the summer administrative retreat and through designated administrative council meetings for orientation, training and rollout of the plan for all administrators. During the summer of 2013, administrators will participate in a 5 day retreat that examines their responsibilities to both the administrative and teacher evaluation model, including calibration to the rubrics. Reflection and review of the documents strengths and challenges will be discussed annually for modifications and adjustments throughout our Administrative Council meeting time.

Administrators new to the district will participate in a one day orientation program prior to the summer Administrative retreat annually to orient them to the culture and expectations of Granby Administration and to apprise them of the processes and procedures required of the Leader and Teacher Evaluation Plan.

A detailed rollout for orientation of the new program to staff is listed below.

Date	Target Audience	Message/Event	Method/Media	Delivery By	Status
June 2013	all certified staff and administrators	Overview of Categories District-wide professional development	Power-point/ Teacher Evaluation Document	Building representatives on Teacher Evaluation Committee	
August 2013 – Opening PD	all certified staff	Superintendent’s Message of importance to teacher/leader effectiveness	Power-point/ Teacher Evaluation Document	Superintendent	
August 2013 – Opening PD	all certified staff	Self-Reflective Practice: An opportunity to review the instructional framework	Team Activity: review the framework in teams and determine current levels of performance and areas for potential growth	Building representatives on Teacher Evaluation Committee	
August 2013 – PD September 2013 - PD	all certified staff and administrators	Goal Setting - Setting targets for Ourselves and our Students	Power-point/ Teacher Evaluation Document/Goal Setting and SLO Forms	Administrator	

Appendix

Appendix A – Granby Supervisory Organizational Chart

Appendix B- Granby Leadership Continuum

Appendix C- Forms

Form A – Administrative Goals Setting, Self-Reflection and Conference Form

Form B- Observation Protocol

Form C- Summative Rating Form

Form D- Administrative Support Plan

Appendix D – Sample Surveys

Appendix E – CSDE SPI Classification and Performance Targets

Appendix A – Granby Supervisory Organizational Chart

Appendix B- Granby Leadership Continuum

During the spring of 2013, Granby Public Schools Administrators completed a group review of the CSDE Common Core of Leading. Through this group process, the administrators determined that this framework would become the basis for all summative evaluations as described in the ***Granby Administrator Effectiveness, Professional Learning and Performance Evaluation Manual***.

GRANBY LEADER EVALUATION CONTINUUM

Performance Expectation 1: Vision, Mission and Goals:

Education leader¹ ensures the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and staff² and high expectations for student performance.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p>High Expectations for All</p> <p>Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.</p>	<p>Uses little data and/or own assumptions to develop school goals, involves few if any stakeholder perspectives, and/or sets school goals out of alignment with the high expectations embedded in district vision, mission and goals.</p>	<p>Uses some data sources to develop goals that align largely with the district vision, mission and goals, and offers some opportunities for stakeholders to provide input into goals.</p>	<p>Uses various data and incorporates diverse perspectives to develop school goals and policies and practices that align to the district vision, mission and goals.</p>	<p>Uses a wide range of data and actively empowers staff and stakeholders to develop strategic goals, policies and practices that sustain the alignment between school and district vision, mission and goals around high expectations for all students and staff.</p>
<p>Shared Commitments to Implement and Sustain the Vision, Mission and Goals</p> <p>Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders.</p>	<p>Provides limited, if any, opportunities for stakeholder involvement in implementing vision, mission and goals, and tolerates a lack of equitable opportunity for students</p>	<p>Fosters inconsistent compliance to vision, mission and goals among stakeholders and sets inconsistent expectations for students and staff.</p>	<p>Develops shared commitments among stakeholders to guide decisions, evaluate actions and outcomes, and support equitable and effective learning opportunities for all students.</p>	<p>Empowers a diverse array of stakeholders in ensuring a high degree of commitment to implementing and sustaining the vision, mission and goals, evaluating and monitoring progress and outcomes, and ensuring equitable and effective learning opportunities for all students.</p>

<p>Continuous Improvement toward the Vision, Mission and Goals</p> <p>Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.</p>	<p>Demonstrates little awareness of data related to implementation of the vision, mission and goals, and demonstrates little rationale for resources connected to vision, mission and goals.</p>	<p>Uses and analyzes some data sources to identify student needs, assess program implementation and align resources</p>	<p>Uses data systems to identify student strengths and needs, assess and modify programs address barriers to achieving the vision, mission and goals, and align resources.</p>	<p>Collaborates with stakeholders to use a wide range of data systems to consistently monitor and refine implementation of the vision, mission and goals, address areas for improvement at the school, classroom and student levels, and align and implement effective resources.</p>
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Evidence of Strengths:

Evidence for Areas of Growth:

Rating: Ineffective Developing Effective Highly Effective

GRANBY LEADER EVALUATION CONTINUUM

Performance Expectation 2: Teaching and Learning

Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p>Strong Professional Culture</p> <p>Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.</p>	<p>Demonstrates little awareness of ways to address the achievement gap, and focuses improvement efforts on some, but not all, students.</p> <p>Demonstrates little commitment to involving staff collaboration and new ideas to resolve student learning challenges</p> <p>Provides little feedback to staff and inconsistent monitoring</p>	<p>Uses some data sources to share an understanding of the achievement gap but provides inconsistent support, time or resources to address it</p> <p>Demonstrates commitment to collaboration and models professional growth</p> <p>Provides feedback to staff inconsistently</p>	<p>Develops shared commitment to close the achievement gap and raise the achievement of all students, provides support, time and resources, and evaluates effectiveness of improvement efforts.</p> <p>Develops a culture of collaboration and models and fosters personal and professional growth among staff</p> <p>Provides timely, accurate, specific and ongoing feedback to improve teaching and learning</p>	<p>Collaborates to develop deep universal commitment among all stakeholders to close achievement gaps and raise the performance of all students, and innovates to provide effective support, adequate time and resources to implement and evaluate the effectiveness of improvement efforts</p> <p>Leads a collaborative effort to build a culture of continuous personal and professional growth of each member</p> <p>Provides regular, timely, accurate, constructive and targeted feedback to improve teaching and learning</p>

<p>Curriculum and Instruction</p> <p>Leaders understand and expect faculty to plan, implement and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.</p>	<p>Demonstrates little awareness of how to align curriculum standards, instruction and assessments.</p> <p>Demonstrates little awareness of how to align curriculum standards, instruction and assessments.</p> <p>Provides little leadership and support for collaborative teams.</p> <p>Provides little resources, training or technical support to teachers and students.</p>	<p>Demonstrates emerging understanding and facility with state and national standards.</p> <p>Promotes instruction and assessment methods that are somewhat, but not completely, aligned to standards.</p> <p>Provides time for collaborative teams to meet to analyze student work and plan instruction around student needs.</p> <p>Provides some support and resources to promote and extend learning beyond the classroom.</p>	<p>Develops a shared understanding of standards-based curriculum, instructional best practices and ongoing monitoring of student progress.</p> <p>Ensures the implementation and evaluation of curriculum, instruction and assessment by aligning content, standards, teaching and professional development.</p> <p>Develops collaborative processes to analyze student work, monitor student progress and adjust curriculum and instruction to meet the diverse needs of all students.</p> <p>Provides faculty and students with access to instructional resources, training and technical support.</p>	<p>Builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meets or exceed state and national standards.</p> <p>Monitors and evaluates the alignment of all instructional processes.</p> <p>Empowers collaborative teams to continuously analyze student work, monitor progress, adjust instruction and meet the diverse needs of all students.</p> <p>Collaborates with faculty to acquire and use necessary resources and provides ongoing training and support to builds strong commitment to extending learning beyond classroom walls.</p>
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	Provides limited support or development for staff or students around global skills or dispositions, and little focus on skills beyond academic standards solely.	Supports some staff and students in developing their understanding of the knowledge, skills and dispositions needed for success as global citizens.	Assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens.	Establishes structures and supports to sustain a continued focus on developing the knowledge, skills and dispositions required of global citizens.
Assessment and Accountability Leaders use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress and close achievement gaps.	Makes little connection between assessment data and school improvement strategies, inconsistently uses teacher evaluation process to improve teaching and learning Provides limited information about student progress to faculty and stakeholders	Demonstrates emerging capacity to use multiple data sources to identify areas for improvement, and uses teacher evaluation processes to improve teaching Provides updates to some stakeholders when required on student progress toward the vision, mission and goals.	Uses multiple assessments and teacher evaluation to improve teaching and learning Communicates progress toward the vision, mission and goals to vital stakeholders	Effectively uses multiple assessments and evaluation processes to build staff understanding and capacity to use assessment data and systems to create, align and address goals focused on improved achievement for all students Effectively and frequently celebrates results showing progress toward the vision, mission and goals as well as communicates needs for improvement with a variety of stakeholders

Evidence of Strengths:
Evidence for Areas of Growth:

Rating:  Ineffective  Developing  Effective  Highly Effective

GRANBY LEADER EVALUATION CONTINUUM

Performance Expectation 3: Organizational Systems and Safety

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.





The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p>Welfare and Safety of Students, Faculty and Staff</p> <p>Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.</p>	<p>Insufficiently plans for school safety, demonstrates little awareness of the connections between climate and safety, and acts alone in addressing school climate issues.</p>	<p>Involves some stakeholders in creating and monitoring a school climate and safety plan</p>	<p>Collaborates with a variety of stakeholders in creating a positive school climate and developing, implementing and monitoring a comprehensive school safety plan.</p>	<p>Actively and regularly engages multiple stakeholders in creating, monitoring, refining a positive school climate that supports and sustains the whole child and continually engages the school community in the development, implementation and evaluation of a comprehensive safety plan</p>
<p>Operational Systems</p> <p>Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.</p>	<p>Oversees a physical plant out of compliance with legal guidelines and safety requirements.</p> <p>Uses data systems inadequately to inform instructional practice and school operations.</p>	<p>Maintains minimum safety requirements and provides inconsistent evaluation of current and future safety concerns.</p> <p>Uses some communication and data systems to support instructional practices and school operations.</p>	<p>Plans for and ensures safe operations of the physical plant that supports a positive learning environment.</p> <p>Facilitates the use of communication and data systems that ensure the accurate and timely exchange of information to inform practice.</p>	<p>Develops systems to maintain and improve the physical plant and rapidly resolve any identified safety issues and concerns.</p> <p>Routinely seeks input from staff and external experts on updated resources and data systems to improve practices</p>

	Demonstrates inconsistent and ineffective use and support of technology that supports teaching and learning	Maintains existing technology and identifies some new technologies that support learning	Oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.	Develops capacity among community members to acquire, maintain and secure equipment and technology to improve the teaching and learning environment
Fiscal and Human Resources Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.	Submits a budget out of alignment with district guidelines and school improvement goals. Uses hiring practices involving few recruiting resources and provides limited support through evaluation processes for teachers for improvement and retention.	Develops and operates a budget within fiscal guidelines. Recruits, supports and makes efforts to retain highly qualified staff, and conducts staff evaluation processes inconsistently	Develops and implements a budget aligned to the school and district improvement plans that is fiscally responsible Implements practices to recruit support and retain highly qualified staff and conducts staff evaluation processes to support teaching and learning.	Collaborates with stakeholders to develop innovative and fiscally responsible budget and secure necessary resources to support school and district improvement goals. Involves vital stakeholders in practices to successfully recruit, support, and retain highly qualified staff, and effectively and successfully focuses staff evaluation process to support improved teaching and learning.

Evidence of Strengths:

Evidence for Areas of Growth:

Rating:  Ineffective  Developing  Effective  Highly Effective

GRANBY LEADER EVALUATION CONTINUUM

Performance Expectation 4: Families and Stakeholders

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.


The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p>Collaboration with Families and Community Members</p> <p>Leaders ensure the success of all students by collaborating with families and stakeholders.</p>	<p>Provides limited opportunities for families to engage in educational decision making and</p>	<p>Attempts to involve families in some decisions about their children’s education</p>	<p>Uses a variety of strategies to involve family members in decision making to improve student achievement</p>	<p>Consistently and effectively uses a variety of strategies to engage families in decisions about improving school-wide and student-specific learning</p>
<p>Community Interests and Needs</p> <p>Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.</p>	<p>Communicates inconsistently, unclearly and ineffectively and/or with only few stakeholders</p> <p>Uses limited resources to understand the diverse needs of students and demonstrates limited understanding of community needs and dynamics.</p> <p>Demonstrates little awareness of</p>	<p>Communicates regularly with stakeholders</p> <p>Collects some information to understand and provide for diverse student and community needs.</p> <p>Transmits a general sense of commitment to</p>	<p>Communicates regularly and effectively with all stakeholders.</p> <p>Uses assessment strategies and research methods to understand and address the diverse needs of students and community.</p> <p>Capitalizes on the diversity of the community</p>	<p>Uses a variety of strategies to engage in open, responsive and regular communication with staff, families and community members and actively seeks and values alternative viewpoints</p> <p>Uses a variety of assessment strategies and research methods to understand, address and build shared commitment around the diverse needs of students and the community.</p> <p>Integrates community diversity into multiple</p>

	community diversity as an educational asset	meet diverse needs of the community's students	as an asset to strengthen education.	aspects of the educational program to meet the learning needs of all students
Community Resources Leaders maximize shared resources among schools, districts and communities in conjunction with other organizations and agencies that provide critical resources for children and families.	Develops limited relationships or collaborative opportunities with community agencies and provides limited access to community resources for children and families	Develops some relationships with community organizations and agencies and provides some access to services for families	Collaborates with community organizations and agencies to provide essential resources to support the educational needs of all children and families.	Proactively collaborates with a variety of vital community organizations and agencies to provide and monitor essential resources supporting the ongoing improvement and support of learning for all children and families.

Evidence of Strengths:

Evidence for Areas of Growth:

Rating:  Ineffective  Developing  Effective  Highly Effective

GRANBY LEADER EVALUATION CONTINUUM

Performance Expectation 5: Ethics and Integrity

Education leaders ensure the success and well-being of all student and staff by modeling ethical behavior and integrity.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p>Ethical and Legal Standards of the Profession</p> <p>Leaders demonstrate ethical and legal behavior.</p>	Demonstrates limited or inconsistent ethics in personal and professional practice	n/a	Models, promotes and holds self and others accountable for professional conduct, ethics, student equity and rights and confidentiality of students.	Continuously demonstrates and holds others accountable for the highest standards of professional and ethical conduct, student equity, confidentiality and trust.
<p>Personal Values and Beliefs</p> <p>Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission and goals for student learning.</p>	Demonstrates limited respect for diversity and equitable practices or commitment to vision, mission and goals	Advocates for the vision, mission and goals.	Demonstrates respect for the individual and advocates for and acts on commitments to equitable practices stated in the vision, mission, goals and learning principles.	Consistently models and builds shared commitment around respect for diversity and equitable practices for all stakeholders stated in vision, mission, goals and learning principles.
<p>High Standards for Self and Others</p> <p>Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.</p>	<p>Demonstrates little commitment to reflective practice and ongoing improvement in self and others.</p> <p>Demonstrates little or inconsistent use of professional</p>	<p>Recognizes the importance of personal learning needs of self and others</p> <p>Supports professional learning related to curriculum and</p>	<p>Models and reflects on lifelong learning of effective practices.</p> <p>Supports and allocates resources for ongoing professional learning to</p>	<p>Consistently models reflection and continuous growth by publically sharing learning processes related to improvement</p> <p>Collaborates to foster a professional learning culture through ongoing,</p>

	<p>development and resources to strengthen teaching and learning</p> <p>Demonstrates limited understanding of the legal, social and ethical implications of technology</p> <p>Ineffectively builds trust and respect necessary to achieve expected student performance levels</p>	<p>instruction and allocates resources to address some needs</p> <p>Demonstrates emerging but inconsistent understanding of the legal, social and ethical implications of technology</p> <p>Works to establish positive collegial relationships with stakeholders</p>	<p>strengthen curriculum, instruction and assessment.</p> <p>Promotes legal, social and ethical use of technology</p> <p>Inspires trust and respect to achieve student success.</p>	<p>differentiated and job-embedded professional development to strengthen teaching and learning and actively seeks and allocates resources to build and sustain improvement</p> <p>Demonstrates skill, understanding and modeling to guide the legal, social and ethical use of technology among all members of the school community</p> <p>Creates a collaborative professional learning community that inspires mutual trust, respect and honesty to sustain optimal ongoing improvement focused on student success</p>
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Evidence of Strengths:

Evidence for Areas of Growth:

Rating:  Ineffective  Developing  Effective  Highly Effective

GRANBY LEADER EVALUATION CONTINUUM

Performance Expectation 6: The Education System

Education leaders ensure the success and achievement of all students and advocate for their student, faculty and staff needs by influencing social, cultural, economic, legal and political contexts affecting education.





The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p>Professional Influence</p> <p>Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.</p>	<p>Takes few opportunities to build relationships with community and policy-making stakeholders regarding educational issues</p> <p>Demonstrates limited understanding and ineffective use of resources to promote equity</p>	<p>Maintains professional and cordial relationships with some stakeholders and policy makers</p> <p>Demonstrates emerging understanding of how to locate, acquire and access services and resources to promote equity and achieve school goals.</p>	<p>Develops and maintains relationships to engage a range of stakeholders in discussing, responding to, and influencing educational issues.</p> <p>Advocates for equity, access and adequacy in meeting the needs of students and families.</p>	<p>Uses a variety of communication strategies to actively engage local, regional and/or national stakeholders and policy makers through community meetings, national organizations</p> <p>Actively engages the school community to successfully advocate for equal access to services and resources for all.</p>
<p>The Educational Policy Environment</p> <p>Leaders uphold and contribute to policies and political support for excellence and equity in education.</p>	<p>Demonstrates little understanding and ineffective communication of student performance data</p>	<p>Reviews school and student growth data.</p>	<p>Collects, analyzes, evaluates and accurately communicates data about educational performance in a clear and timely way.</p>	<p>Engages the school community and stakeholders in data analysis to identify important progress indicators and growth needs</p>

	Demonstrates ineffective communication with members of the school and community on policies	Provides information to decision makers and stakeholders about policies and regulations	Communicates effectively with the community on policy and upholds policy and regulations in support of education	Actively communicates and clarifies federal, state and local policies with vital stakeholders to improve understanding
<p>Element C: Policy Engagement</p> <p>Leaders engage policymakers to inform and improve education policy.</p>	<p>Demonstrates little understanding of or advocacy of policies promoting equity.</p> <p>Demonstrates little understanding of or involvement with others to influence decisions affecting student learning within and/or outside of own school or district.</p>	<p>Identifies some policies and procedures supporting equity and seeks opportunities to communicate about them.</p> <p>Demonstrates emerging ability to analyze and share data related to policies and decisions related to student learning.</p>	<p>Advocates for public policies and ensures adequate resources that provide for present and future needs of to improve equity and excellence in education.</p> <p>Collaborates with community leaders to collect and analyze data on economic, social and other emerging issues to inform district and school planning, policies and programs.</p>	<p>Actively engages stakeholders to advocate for and influence policies to improve education.</p> <p>Proactively collaborates with all stakeholders to change local, district, state and national decisions impacting the improvement of teaching and learning, and maintains involvement with local, state and national professional organizations to improve education.</p>

Evidence of Strengths:

Evidence for Areas of Growth:

Rating:  Ineffective  Developing  Effective  Highly Effective

Appendix C - Forms

Form A: Administrator Goal Setting, Self-Reflection and Conference Form

Name:

Date:

School:

Position:

Common Core of Leading Performance Expectations and Elements:

#1 -Vision Mission and Goals: based on SLO, student data and stakeholder feedback, use of analytic rubric to self-assess;

- A. High Performance for All
- B. Shared Commitments to Implement the Vision, Mission and Goals
- C. Continuous Improvement toward the Vision, Mission and Goals

Areas of Strength	Areas of Development

#2 - Teaching and Learning:

- A. Strong Professional Culture
- B. Curriculum and Instruction
- C. Assessment and Accountability

Areas of Strength	Areas of Development

#3- Organizational Systems and Safety:

- A. Welfare and Safety of Students, Faculty and Staff
- B. Operational Systems
- C. Fiscal and Human Resources

Areas of Strength	Areas of Development

#4- Families and Stakeholders:

- A. Collaboration with Families and Community Members
- B. Community Interests and Needs
- C. Community Resources

Areas of Strength	Areas of Development

#5-Ethics and Integrity:

- A. Ethical and Legal Standards of the Profession
- B. Personal Values and Beliefs
- C. High Standards for Self and Others:

Areas of Strength	Areas of Development

#6 - The Educational System:

- A. Professional Influence
- B. The Educational Policy Environment
- C. Policy Engagement

Areas of Strength	Areas of Development

Goal Setting Conference, to be completed by November 1 (see pp. 17 – 21 of Administrator Evaluation Manual)

2 Goals: two goals around student learning and student outcomes:

SLO Goal #1(SPI-based):

Target #1 related to professional learning (Measurable with evidence - observation, conversation or documents)

Target #2 related to stakeholder feedback (Measurable with evidence)

Target #3 – related to teacher effectiveness (Measurable with evidence)

SLO goal #2(locally determined measures-based):

Target #1 related to professional learning (Measurable with evidence)

Target #2 related to stakeholder feedback (Measurable with evidence)

Target #3 – related to teacher effectiveness (Measurable with evidence)

Optional Goal (to align with key elements that have not been addressed through first two SLO's):

Mid-Year Conference, completed by February 28:

Evidence (observation, documents, conversations) of Progress Toward Goal#1:	Mid-Year adjustment of Goal #1 (if needed):
Administrator:	
Superintendent:	

Evidence(observation, documents, conversations) of Progress Toward Goal#2:	Mid-Year adjustment of Goal #2 (if needed):
Administrator:	
Superintendent:	

Evidence(observation, documents, conversations) of Progress Toward Optional Goal:	Mid-Year adjustment of Optional Goal (if needed):
Administrator:	
Superintendent:	

End of Year Summative Conference, completed by June 1

End of Year Conference, Goal#1: Evidence (observation, documents, conversations)	End of Year Conference, Goal#1: Comments
Administrator:	Administrator:
Superintendent:	Superintendent:

Rating:

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
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End of Year Conference, Goal#2: Evidence (observation, documents, conversations)	End of Year Conference, Goal#2: Comments
Administrator:	Administrator:
Superintendent:	Superintendent:

Rating:

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
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End of Year Conference, Optional Goal #3: Evidence	End of Year Conference, Optional Goal#2: Comments
Administrator:	Administrator:
Superintendent:	Superintendent:

Rating:

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
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Form B Observation Protocols

Common Core of Leading Performance Expectations and Elements:

#1 -Vision Mission and Goals: based on SLO, student data and stakeholder feedback, use of analytic rubric to self-assess;

- D. High Performance for All
- E. Shared Commitments to Implement the Vision, Mission and Goals
- F. Continuous Improvement toward the Vision, Mission and Goals

Areas of Strength	Areas of Development
Performance Expectation Rating	

#2 - Teaching and Learning:

- D. Strong Professional Culture
- E. Curriculum and Instruction
- F. Assessment and Accountability

Areas of Strength	Areas of Development
Performance Expectation Rating	

#3- Organizational Systems and Safety:

- D. Welfare and Safety of Students, Faculty and Staff
- E. Operational Systems
- F. Fiscal and Human Resources

Areas of Strength	Areas of Development
Performance Expectation Rating	

#4- Families and Stakeholders:

- D. Collaboration with Families and Community Members
- E. Community Interests and Needs
- F. Community Resources

Areas of Strength	Areas of Development
Performance Expectation Rating	

#5-Ethics and Integrity:

- D. Ethical and Legal Standards of the Profession
- E. Personal Values and Beliefs
- F. High Standards for Self and Others:

Areas of Strength	Areas of Development
Performance Expectation Rating	

#6 - The Educational System:

- D. Professional Influence
- E. The Educational Policy Environment
- F. Policy Engagement

Areas of Strength	Areas of Development
Performance Expectation Rating	

Form C: Summative Rating Form

Performance and Practice Rating:

Summative evaluation of performance based on Form B Observation Protocol weighted against <i>CT Common Core of Leading</i>
Comments
Administrator:
Superintendent:

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective Practice
Total			
Rating Scale			

Stakeholder Feedback Rating:

Summative evaluation of performance based on assessment of performance related to targets associated with Stakeholder Feedback
Comments
Administrator:
Superintendent:

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective Practice
Total			
Rating Scale			

Student Learning Measure

Summative evaluation of performance based on Review of SLO's
Comments
Administrator:
Superintendent:

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective Practice
Total SLO 1			
Total SLO 2			
TOTAL SLO SCORE			
Rating Scale			

Student Learning Measure

Summative evaluation of performance based on Teacher Effectiveness targets
Comments
Administrator:
Superintendent:

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective Practice
Total			
Rating Scale			

Total Overall Rating

Practice Rating = _____

Outcomes Rating = _____

Overall Summative Rating = _____

Form D – Administrator Support Plan Form

Principal/Administrator: _____

Superintendent/Evaluator: _____

<p>The Intensive Support Plan is initiated as a result of one or more evaluations that did not reflect effective leadership or professional growth. The evaluator, sometimes with help from the Department of Human Resources, develops the specific plan, with input from the administrator and the Local Administrator Association. All parties in attendance complete this form jointly.</p>
<p>Area(s) of Concern or Performance Standard(s) Not Effectively Addressed:</p>
<p>Statement of Concern: (cite evidence from on-going evaluation of performance as appropriate)</p>
<p>Strategies/Activities to Be Implemented to Address the Concern:</p>
<p>System of Support to Promote the Administrator’s Success:</p>
<p>Timeline (length of plan in weeks, plus schedule for monitoring implementation/progress and the measurable outcomes expected):</p>

Superintendent/Evaluator

Administrator

Date

Rep from
Granby Administrator
Association

Date

Copy to administrator, copy to local school working file, original to Human Resources/personnel file

Appendix D - Sample Surveys

Granby Climate Surveys will be used by the district to cull important leadership goals and establish targets for improvement in which district and school leadership can apply in practice and which evaluators can assess leadership performance. Below is sampling of Climate Surveys that will be used.

Insert District Climate Surveys

Appendix E – CSDE SPI Classification and Performance Targets

School Classification:

- ▶ **Excelling** —————> Met all state targets

- ▶ **Progressing** —————> Meeting annual targets

- ▶ **Transition** —————> Not meeting annual targets

- ▶ **Review (inc. Focus)** } Need the most support: eligible for Commissioner's Network; otherwise, district-led interventions and redesign
- ▶ **Turnaround** }

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Excelling Schools

Description	Performance Targets	Interventions
<p>Meet state targets:</p> <ul style="list-style-type: none"> ▶ SPI > 88 ▶ 4yr grad > 94% ▶ Ext. grad > 96% ▶ Maj. of subgp. gaps < 10 and ▶ > 25% Adv. In three of four subjects 	<ul style="list-style-type: none"> ▶ Maintain SPI > 88 ▶ Maintain 4yr grad > 94% ▶ Maintain Ext. grad > 96% ▶ If subgp. SPI < 88, increase so that ½ way to 88 by 2018 	<ul style="list-style-type: none"> ▶ Drive own improvement

Progressing Schools

Description	Performance Targets	Interventions
<ul style="list-style-type: none"> ▶ SPI > 88 and miss one of: ▶ Maj. of subgp. gaps < 10 ▶ 4yr grad > 94% ▶ Ext. grad > 96% <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ▶ 64 < SPI < 88 and meet all of: ▶ Performance target for SPI ▶ 4yr grad > 90% ▶ Ext. grad > 93% ▶ Maj. of subgp. gaps < 10 	<ul style="list-style-type: none"> ▶ Increase SPI so ½ way to 88 by 2018 ▶ Increase subgroup SPIs so ½ way to 88 by 2018 ▶ Increase 4yr grad so ½ way to 94% by 2018 ▶ Increase Ext grad so ½ way to 96% by 2018 	<ul style="list-style-type: none"> ▶ Self-review

Transition Schools

Description	Performance Targets	Interventions
<ul style="list-style-type: none"> ▶ 64 < SPI < 88 and miss one of: ▶ Performance target for SPI ▶ 4yr grad > 90% ▶ Ext. grad > 93% ▶ Maj. of subgp. gaps < 10 	<ul style="list-style-type: none"> ▶ Increase SPI so ½ way to 88 by 2018 ▶ Increase subgroup SPIs so ½ way to 88 by 2018 ▶ Increase 4yr grad so ½ way to 94% by 2018 ▶ Increase Ext grad so ½ way to 96% by 2018 	<ul style="list-style-type: none"> ▶ District-led review

Schools in need of the greatest support

Description	Performance Targets	Interventions
<ul style="list-style-type: none"> ▶ SPI < 64 OR ▶ 4yr grad < 60 OR ▶ Part. rate < 95% OR ▶ Subgroups among lowest performing in state (Focus Schools) 	<ul style="list-style-type: none"> ▶ Increase SPI so ½ way to 88 by 2018 or 3 pts. ▶ Increase subgroup SPIs so ½ way to 88 by 2018 ▶ Increase 4yr grad so ½ way to 94% by 2018 ▶ Increase Ext grad so ½ way to 96% by 2018 	<ul style="list-style-type: none"> ▶ Eligible for Commissioner's Network ▶ Otherwise, district-led focused and/or comprehensive School Redesign Plans and interventions

Schools in need of the greatest support

Turnaround	Focus	Review
<ul style="list-style-type: none"> ▶ SIG Schools ▶ Lowest 5% of Title I Schools ▶ CSDE will be involved in interventions in these schools 	<ul style="list-style-type: none"> ▶ Lowest performing subgroups: eligible for F/R lunch, SWD, ELL, Black, Hispanic ▶ 4-yr grad rate < 60% ▶ Interventions must occur in 2012-13; identified based on 2011 data 	<ul style="list-style-type: none"> ▶ School Performance Index lower than 64 for "all students" ▶ Interventions occur in 2013-14 and 2014-15

Curriculum/Policy/Technology/Communications Subcommittee Meeting Minutes
April 3, 2013, 5:30 p.m.
Central Services

Present:

Alan Addley
Diane Dugas
Bob Gilbert
Lynn Guelzow
Ben Perron
Rosemarie Weber

Absent

Jenny Emery

Meeting commenced at: 6:00 p.m. Meeting adjourned at: 7:00 p.m.

- I. Curriculum Director's Monthly Report: Discussed the development/draft of the Teacher Evaluation Plan. Discussed the testing that continues in the district - CMT & CAPT in March and the Smarter Balanced/Common Core Assessments. Consensus seems to be that the rigor has increased.

- II. Teacher Evaluation Plan: The draft Teacher Evaluation Plan was discussed and reviewed.

- III. Student Discipline Policy: A copy with notations and edits was reviewed. Will work with superintendent to review and make revisions with the goal to get it to the Board before the end of the year.

- IV. Gifted & Talented: Discussion in substance was tabled. For next time, administration will provide what types of enrichment we have in place and what options may be available as we move forward.

- V. Other: N/A

April 29	Town Budget Hearing	7:00 p.m.	HS Auditorium
April 30	HS Band Concert	8:00 p.m.	HS Auditorium
May 1	Curriculum Subcommittee Meeting Finance Subcommittee Meeting BOE Meeting	6:30 p.m. 6:30 p.m. 7:00 p.m.	Central Services Central Services Central Services
May 6	Town Budget Vote	12:00-8:00 p.m.	Town Hall Meeting Room
May 6-16	AP Exams		
May 7	National Teacher Appreciation Day		
May 7-10	8 th Grade Washington, DC Trip		
May 10-11	Kelly Lane Drama Production <i>Aladdin Kids</i>	7:00-9:00 p.m.	Cafetorium
May 15	Finance Subcommittee Meeting Board of Education Meeting	5:30 p.m. 7:00 p.m.	Central Services Central Services
May 16	Kelly Lane Grade 5/6 Band Concert	7:00 p.m.	Gymnasium
May 17	Senior Prom		
May 20	Senior Outing		
May 23	Wells Road Band Concert	7:00 p.m.	Cafetorium
May 24	Underclassmen Awards Assembly		HS Auditorium
May 27	Holiday – No School		Offices Closed
May 28	School in Session		
May 30-31	Art Expo	5:00 p.m.	High School
May 30	HS Chorus Concert	8:00 p.m.	HS Auditorium