

**Granby Public Schools  
Strategic Plan  
2023-2026**



**Approved by the School Committee on August 15, 2023**

## **Mission of the Granby Public Schools**

We believe that relationships matter. We believe in the promise of every child, in the purpose every child brings to learning, and in the passion every child possesses. We believe that learning is about the growth of all aspects of the child - social, emotional, physical, and intellectual.

## **Vision of the Granby Public Schools**

In the Granby Public Schools, we focus on the whole child, to develop a community that empowers every student to become civically engaged, service-minded, responsible, intellectually curious, and prepared individuals engaged in our culturally diverse and global community. We encourage respectful and constructive exchange of feedback within and outside our schools as a pathway to continuous improvement, leading to fearless learning.

## **Granby Public Schools Foster a Sense of Belonging**

The Granby School Committee, District Leadership Team, and Leadership of the Educator's Association recognize and embrace the diversity of the Granby Community and beyond by celebrating differences to empower every student, staff member and family of the Granby Public Schools. We welcome all members of the community and work to ensure all are respected and treated with dignity. This approach, along with our commitment to equity, the foundation to our work and allow us to support every student and staff member in ways that allow them to learn, grow, and flourish within and outside of the Granby Public Schools. This requires us to identify, analyze, and confront gaps and inequities in opportunities and outcomes for all students. It also requires that we commit to speaking out and standing up against prejudice and hate in all forms. Finally, we share a common belief that kindness, mutual respect, and productive communication are critical to making sure all members of our community are supported and treated in the same ways we would expect for our own children and each other.

## **Our Core Values We believe...**

**Students come first:** There are no bad decisions when we make them with our students at the forefront of our minds; we recognize each student's value and potential, and understand it is the responsibility of the adults to find equitable solutions that provide each individual student the resources and support they need to grow, develop new skills, understand key concepts, and become fearless learners who are ready to take on any challenge they encounter.

**Success begins with relationships:** We cultivate relationships anchored in mutual respect, collaboration, and trust while maintaining a balance of high expectations and appropriate support to drive student success and meet district/school goals. We recognize these relationships allow all members of our school community to be accountable to one another and assume the collective responsibility of serving all students socially, emotionally, and academically.

**Productive, effective and respectful communication is critical:** We communicate with a focus on how we keep our community informed and are always open to feedback that pushes us to improve.

**A growth mindset benefits everyone:** We are focused on solutions, not problems, that allow us to be better today than we were yesterday. Our failures/mistakes do not define us. What we learn from those failures/mistakes, and the success that follows will define us. We are open-minded and willing to make changes that lead to improved experiences--academic, social and emotional--for all members of our school community.

**Differences should be celebrated:** We are inclusive and equitable, and believe in every student's potential. We accept the responsibility of supporting all students to grow and find their own pathway to success; and understand this requires a thoughtful balance of high expectations, differentiated instruction, targeted support, and encouragement.

## **Theory of Action**

If we establish a district-wide instructional and social-emotional culture that consistently challenges students to think critically, take academic risks, and communicate productively and effectively while promoting innovation and creativity through rigorous, engaging, standards-based, high-quality, and student-centered instruction, with individualized real-time support that is frequently monitored and measured to determine progress to our clearly defined goals, then all students will graduate with a competitive advantage and the requisite skills to thrive in higher education and/or the workforce.

### **Strategic Objective #1 (High Quality Instruction)**

*Ensure ALL students have equitable access to rigorous, engaging, and powerful learning experiences*

#### *Key actions:*

- 1.1—Establish a shared understanding of instructional strategies that allow for rigorous, engaging, relevant, and powerful learning experiences
- 1.2—Align curricula vertically and horizontally at all grade levels in all content areas and establish a curriculum review cycle to ensure alignment is maintained and curricula is culturally responsive
- 1.3—Establish grade-level learning targets in math and literacy that reflect high expectations for all students
- 1.4 - Ensure all educators have access to professional development and high-quality, relevant, culturally responsive curriculum materials, resources, and technology that allow for rigorous, engaging learning experiences that help all students make connections within and beyond the classroom.
- 1.5—Integrate opportunities for continuous professional learning through collaborative training, learning walks, grade-level and departmental meetings, professional learning communities, and instructional coaching
- 1.6—Establish a multi-year professional development plan focused on instructional strategies that are likely to produce rigorous, engaging, and powerful learning experiences
- 1.7—Create structures for ongoing data analysis, progress monitoring, and action planning
- 1.8—Recruit, support, and retain a diverse staff
- 1.9—Provide students opportunities to explore a diverse range of college and career opportunities

1.10–Evaluators (principals, assistant principals, Director of Pupil Services, Nurse Leader, and the superintendent) provide staff with meaningful observational feedback designed to positively impact all students’ learning and will attend monthly meetings with district and building administrators to study best practices in educator feedback and high-impact instructional strategies and calibrate district-wide instructional expectations

1.11–Engage educators, students, families, and community members in the development and publication of the Granby Public Schools’ *Portrait of a Graduate*

*Outcomes:*

1. Documented evidence of improvement and/or adjustments in instructional methodology resulting in improved student growth, achievement, and a reduction in achievement and opportunity gaps amongst historically underserved student populations, specifically Economically disadvantaged, students with disabilities, and EL, as demonstrated in school- and district-based assessments, MCAS, and enrollment in honors, AP, and college courses
2. Students report an increase in engaging, culturally responsive, and relevant learning experiences.
3. Educators receive professional development for and have evidence of using student-specific data to inform instruction.
4. The Granby Public Schools’ *Portrait of a Graduate* becomes a tool to inform academic decisions, specifically in regards to scheduling, course offerings, potential student pathways, work-based learning experiences, and on-the-job training/learning.
5. District-wide instructional models (K-5; 6-8; 9-12) are implemented

**Strategic Objective #2**

**(Supportive and Safe Learning Environment)**

*Foster a sense of belonging and safety to support all students in developing skills that will allow them to grow academically, socially, and emotionally*

*Key actions:*

2.1–Implement a cohesive, integrated social-emotional learning framework and a continuum of academic and SEL supports for all students in PK-12, with special attention to research based best practices (Positive Behavioral Interventions and Supports (PBIS), Trauma Sensitive Schools (TSS), guidance model curriculum, and aligned frameworks).

2.2–Review and update bullying policies, curriculum, and student/staff training and ensure practices and procedures are clear and understood by all members of our school community

2.3–Ensure all staff understand their responsibility is to support the growth and development of academic and SEL skills for all students.

2.4–Ensure all staff have adequate training and resources to support the diverse needs of all students.

2.5–Continue to focus on school safety through partnerships with the Granby Police and Fire Departments to ensure there is continuous planning, preparation, and communication related to our Emergency Operations.

2.6–Ensure approaches to Multi Tiered System of Support (MTSS), namely Student Support (SST) and Child Study (CST) teams, are consistently aligned with elements outlined in the continuum of instruction and support for SEL and academics.

2.7–Develop a plan to ensure all students and staff learn and work in an environment that promotes belonging, embraces equity and diversity, and is welcoming to all.

2.8–Provide education and training for students, employees, and community members to develop a shared language and understanding around inclusivity and diversity.

*Outcomes:*

1. Curriculum, and accompanying materials and resources, demonstrate clear connection between SEL competencies and academic expectations.
2. Updated bullying prevention and response policies, curriculum, and training for staff
3. Implementation of district-wide instructional models (K-5; 6-8; 9-12)
4. School schedules that ensure opportunities for appropriate and personalized interventions
5. Tier II intervention options at both schools
6. Updated MTSS procedures and practices that are reflective of student and staff needs
7. Policies, practices, and procedures that recognize and promote belonging, equity, and inclusion.

**Strategic Objective #3**

**(Communication, Collaboration, and Community Engagement)**

*Expand and create new opportunities to communicate and share information with all stakeholders with the goal of having positive impacts on student learning, the educational environment, and the Granby community at large*

*Key actions:*

- 3.1–Broaden our communication strategy through social media and other platforms to engage parents and stakeholders specifically to share, celebrate, and promote student and school activities, events, and accomplishments more broadly.
- 3.2–Identify two-way communication strategies and activities to more effectively and routinely engage with all stakeholder groups.
- 3.3–Explore ways to raise awareness and communicate in a visible way that Granby is a community that embraces and celebrates differences, identities, and cultural backgrounds.
- 3.4–Continue to strengthen and grow community partnerships that enhance connections with businesses, nonprofits, and community organizations that allow students to explore and determine their role in the community now and in the future.
- 3.5–Create a culture of collaboration among educators across teams and schools to encourage sharing of best practices, resources, and ideas to increase reflection and ensure all students are regularly engaging in meaningful and powerful learning experiences.
- 3.6–Continue to strengthen the use of School Councils across the district's schools.
- 3.7–Develop and implement a parent education series on topics such as vaping, substance abuse, attendance, Title I, available services and supports, Emergency Operations, social media, behavioral and mental health, etc.
- 3.8–Collaborate with Town leadership to identify short and long term plans to address the facility needs at Granby Jr/Sr High School, coupled with the ongoing capacity issues at East Meadow School.

*Outcomes:*

1. Established communication goals with a plan to monitor progress and impact
2. Multiple opportunities to demonstrate Granby is a welcoming and diverse community that embraces and celebrates differences, identities, and cultural backgrounds.

3. Community partnerships that lead to enhanced student learning experiences (internships, job shadowing, “adopt a classroom”, etc.)
4. Evidence of a parent/community education series that focuses on relevant and current topics
5. Increased participation on both School Councils
6. Consistent use of best practices and commitment to instructional models across grade levels and content areas
7. A plan, developed collaboratively with Town leadership, to prioritize and/or address the facilities needs at Granby Jr/Sr High School

**Strategic Objective #4  
(Systems and Structures)**

*Establish and/or enhance systems and structures to ensure the Granby Public Schools are maximizing resources aimed at safety, operational efficiencies, improved student performance and supports, and our organizational functionality*

*Key actions:*

- 4.1–Design and implement standards for safety and cleanliness of both school buildings. This should include a plan specific to the needs related to maintaining our athletic fields and the landscaping/grounds on campus.
- 4.2–Improve the district website to be more user friendly, organized, and up to date
- 4.3–Establish hiring, onboarding, and exiting processes and procedures
- 4.4–Regularly update the district’s Emergency Operations Plan and provide training to all stakeholders annually
- 4.5–Clearly define systems for academic, behavioral, and social-emotional interventions
- 4.6–Identify a template and procedure for a unified and consistent report card at East Meadow School
- 4.7–Establish school specific systems and procedures for attendance and behavior, including appropriate communication
- 4.8–Identify opportunities to generate increased revenue that could be used to supplement the budget, improve facilities, and/or support unanticipated costs
- 4.9–Establish a system that allows principals and other members of the district leadership team to track their budgets in real time
- 4.10–Develop systems to build a budget that makes best use of school-and student-specific data
- 4.11–Establish a maintenance plan to ensure we are staying current with the building needs at East Meadow School

*Outcomes:*

1. A comprehensive cleaning and maintenance plan for both school buildings
2. Building specific safety plans guided by the District Emergency Operations Plan
3. A user-friendly, comprehensive, and informative website
4. Implementation of agreed upon hiring/exiting procedures to ensure practices are consistent across the district
5. Implementation of a clearly defined matrix for academic, behavioral, and social emotional interventions
6. Introduction of a standards-based report card at East Meadow that focuses on agreed upon “power” standards
7. Additional revenue sources to supplement the budget, improve facilities, and/or support unanticipated costs
8. Principals and other members of the district leadership team have the ability to track and adjust their budget in real time

9. Consistently meet state Accountability Targets related to chronic absenteeism
10. Improved culture and climate and increases in academic achievement and growth districtwide