

THE GRANBY PUBLIC SCHOOLS

DISTRICT IMPROVEMENT PLAN SEPTEMBER 2008 – JUNE 2011



**PRESENTED BY
THE DISTRICT LEARNING TEAM**

MARCH 2008

The District Learning Team

The District Learning Team (D.L.T.) developed the District Improvement Plan for September, 2008 to June, 2011. The DLT is comprised of representatives from teachers, parents, teachers' association, administrators, community members and school committee. The plan is designed to serve as a guide to teachers, administrators, school committee, and school councils as they chart the future of our schools. As you review the District Improvement Plan, please be aware that the goals are not listed in order of importance. Each goal is of equal importance to the future of our schools.

Members of the District Learning Team	
Name	Title/Association
Kevin Boisselle	School Committee
Deborah Buckley	School Committee
Cheryl Campbell	Parent, West Street
Jonathan Cavallo	Vice Principal, Jr./Sr. H.S.
Pat Esposito	President, GEA
Colleen Lapointe	Teacher, West Street
Dan Lynch	Principal, Jr./Sr. H.S.
Pam McCauley	Principal, West Street
Kate Mercier	Parent, Jr./Sr. H.S.
Deb Neveu	Parent, East Meadow Jr./Sr. H.S.
Cheryl Nickl	Teacher, Jr./Sr. H.S.
Jim Pietras	Principal, East Meadow
Norman Racine	Teacher, Jr./Sr. H.S.
John Robert	Director of Pupil Services
Cindy Seiffert	Parent, PAC
Justin Smith	Community Member
Cindy Sousa	Teacher, Jr./Sr. H.S.
Patricia Stevens	Superintendent
Scott Taylor	Teacher, East Meadow
Lisa White	Parent, West Street

Granby Public School District Improvement Plan September 2008 – June 2011

District Goal: Improve student literacy

Rationale: Literacy is the number one predictor of a student’s success in school and in the work force. It is imperative that students understand how to read and comprehend many different kinds of written expression.

District Objective	Guides/Measures	District Target
To improve students’ ability to interpret written questions and to respond in a manner that indicates understanding of the question and clearly articulates the answer.	MCAS open response questions Formative Assessment Classroom Assignments	85% of all students tested on the Massachusetts Comprehensive Assessment System (MCAS) will attain an average of at least 3 points on the open response questions in all curriculum areas.
To improve student fluency and comprehension in English Language Arts, Mathematics, Social Studies/History, and Science.	DIBELS MCAS Formative Assessment Classroom Assignments	90% of the students will perform in the advanced or proficient range by the end of sixth grade and at the end of tenth grade as measured by the MCAS English Language Arts (ELA) Assessment

District Goal: Improve student learning and teacher instruction by the use of data

Rationale: Given the importance of standards in today’s education, teachers and students need to use data to make decisions and to take responsibility for the teaching and the learning that happens on a daily basis.

District Objective	Guides/Measures	District Target
To use data to discuss individual students progress and to improve instruction	Formative Assessment Classroom Assignments Rubrics Writing Samples AP Grades SAT and ACT Scores	Grade level or subject teams will meet monthly to discuss student data as it relates to student progress and instruction.
To use data to discuss a student’s academic progress with the student and/or his/her parent or guardian so that the student can take responsibility for his/her own learning.	Student Feedback Self Rating Sheets Rubrics Classroom Agendas Formative Assessment Writing Samples AP Grades SAT and ACT Scores Rubrics	100% of the teachers will use developmentally appropriate agendas that clearly state class goals and expectations as demonstrated by observation.
To use data to drive changes in teaching methodology.	Periodic Review of Students’ Grades Formative Assessment Writing Samples AP Grades SAT and ACT Scores Classroom Assignments Rubrics Post Graduate Survey	85% of students will pass all classes with a 70% (C-) or better.

District Goal: Improve students' ability to learn effectively and live productively in an increasingly digital world. (NET Standards)

Rationale: "To thrive in the world today, students need higher-end skills, such as the ability to communicate effectively beyond their peer group, analyze complex information from multiple sources, write or present well-reasoned arguments about nuanced issues and develop solutions to interdisciplinary problems that have no one right answer. In this light, technology is not a panacea for education, but a powerful springboard to higher-level learning." (The Road to 21st Century Learning; A Policymaker's Guide to 21st Century Skills (2003))

District Objective	Guides/Measures	District Target
<p>To improve students' proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.</p> <p>To develop in students an understanding of the responsible use of technology and the ethics and safety issues in using electronic media at home, in school and in society.</p> <p>To develop students' ability to use technology for research, critical thinking, problem solving, decision-making, communication, collaboration, and creativity to develop innovative products and processes.</p> <p>(Based on the MA Curriculum Frameworks)</p>	<p>Massachusetts Curriculum Frameworks for K-12 Technology Literacy Standards</p> <p>National Educational Technology Standards for Students: The Next Generation</p> <p>Classroom Observation</p>	<p>A K-12 Curriculum articulation plan that integrates the State Technology standards into all academic areas by grade level.</p>