# BRANFORD BOARD OF EDUCATION
## TEACHING & LEARNING COMMITTEE MEETING

| | |
|---|---|
| **WEDNESDAY**<br>6:00 PM<br>November 13, 2024 | Walsh Intermediate School<br>**Collaboration & Innovation Center (Room 112)***<br>185 Damascus Road, Branford CT |

**\*Please Note:  Location Change**

To access and listen to this meeting please go to www.branfordschools.org

Community Agreement
The Board of Education is committed to supporting the mission, vision, core values and global learning competencies of the Branford Public Schools. We are here to provide access for all students in close collaboration with the Superintendent and in partnership with the larger community.

# A G E N D A

I.  Call to Order
II.  Public Comment
III.  Approval of Minutes
IV.  Presentations
    A.  Elementary Student Performance Update and School Goals
V.  Adjourn

TO PARTICIPATE IN PUBLIC COMMENTS REMOTELY PLEASE CALL:
1 (646) 558-8656
Meeting ID: 815 6405 4671
Passcode: 812124

*When participating by telephone please <u>mute</u> your phone when joining the meeting and <u>unmute</u> your phone when you are ready to speak.  This can be done by pressing \*6 on your phone's keypad.*

## Rules Governing Public Comments:
- Three minutes will be allotted to each speaker.  The Board may modify this limitation at the beginning of a meeting if the number of persons wishing to speak makes it advisable to do so. (Board Bylaw 9325)
- Conduct intended primarily to disrupt the Board of Education meeting shall not be permitted.  Any speaker who engages in such conduct will be warned and allowed to correct such conduct.  If the speaker continues to engage in the disruptive conduct such will be grounds for termination of the speaker's privilege to participate in public comment and may be deemed grounds for removal from the meeting site.
- All speakers must identify themselves by name and address.

11.13.24

# Memo

**To:**
Branford Board of Education
Teaching and Learning
Committee

**From:**
Allison K. Moran,
Assistant Superintendent
of Schools

**Re:**
Student Performance &
Growth Reports: Elementary

**CC:**
Christopher Tranberg, Ph.D.,
Superintendent of Schools

Blaize Levitan, Chief Operating
Officer

Lisa Hernandez-Corcoran,
Director of Elementary
Education

Dr. Maria Clark, Principal of
John B. Sliney School

Imani Jones, Principal of Mary
T. Murphy School

James O'Connor, Principal of
Mary R. Tisko School

## Student Performance Reports: Elementary

### Attendance Rates

Attendance is a prerequisite for academic success in school. Both secondary schools have seen a dramatic decrease in chronic absenteeism since the 2021-2022 school year. Chronic absenteeism is defined by the state of Connecticut as missing 10 percent or more of the total number of days enrolled during the school year. Just two days per month can lead to chronic absence. This includes both excused, unexcused, and out-of-school suspensions. Truancy is defined as ten unexcused absences in a year or four unexcused absences in a month.

Districtwide, chronic absenteeism has dropped from 16.8% in the 2021-2022 school year to 12.6% in the 2023-2024 school year. Across our three elementary schools that drop has been more dramatic. Chronic absence was at a high of 18.1% in 2021-2022, fell slightly to 16.9% in 2022-2023, and reached a low of 9.0% last year. There is more work to be done. Principals report the most frequent causes of chronic absenteeism being prolonged illnesses and families traveling to visit family outside of the U.S. Principals credit the drop in chronic absenteeism to family outreach. They closely monitor attendance and call home to emphasize the importance of getting to school. Home visits are conducted when school avoidance occurs and those visits often result in the child coming to school. Imani Jones has also been attending state workshops on attendance and learning strategies from other school and district leaders that she shares with the elementary team.

# Branford Public Schools

## Smarter Balanced Assessments: Spring 2024

The SBA (Smarter Balanced Assessment) is a standardized test aligned with the Common Core State Standards, designed to measure students' proficiency in English Language Arts (ELA) and Mathematics. It emphasizes critical thinking, analytical writing, and problem-solving skills, assessing students' ability to apply knowledge to real-world situations. The assessment includes both computer-adaptive testing and performance tasks, providing a comprehensive evaluation of student learning. The SBA helps educators and administrators track academic progress, ensuring that students are on a path to college and career readiness.

### English-Language Arts

- **Grade 3 Achievement** 62.57% of students performed at Level 3 or 4 on the 2024 ELA SBA. This is above the state average of 45.9% and higher than the past two years (50.57% in spring 2023 and 55.9% in spring 2022).

  **Grade 3 Growth** Grade 3 does not have a growth measure as it is the first time students take the SBA. Growth goals are set by the state based on Grade 3 results.

  *Notes: Grade three saw noticeable improvement in reading over the last two years. Time will tell if this is simply a strong cohort of students or a sustained improvement due to changes in curriculum and instruction.*

- **Grade 4 Achievement** 51.16% of students performed at Level 3 or 4 on 2024 ELA SBA. This is above the state average of 49.4%, but lower than the past two years of Grade 4 cohorts (58.82% in spring 2023 and 56.11% in spring 2022).

  **Grade 4 Growth** The rough cohort comparison of students indicates that more students reached Levels 3 and 4 in Grade 4 than previously in Grade 3 (50.6% of this cohort performed at Level 3 or 4 in Grade 3). The state sets growth targets for each student based on their previous year's performance. 50.9% of Grade 4 students met their growth targets in 2024. This is above the statewide rate of 42.7% of Grade 4 students reaching their growth targets.

  *Notes: Although this cohort has achieved at a lower level than previous Grade 4 cohorts, students did show growth from Grade 3 and out performed the state with regard to the percentage of students meeting growth targets.*

### Mathematics

- **Grade 3 Achievement** 67.04% of students performed at Level 3 or 4 on the 2024 Mathematics SBA. This is above the state average of 51.3% and higher than the past two years (59.77% in spring 2023 and 58.24% in spring 2022).

  **Grade 3 Growth** Grade 3 does not have a growth measure as it is the first time students take the SBA.  Growth goals are set by the state based on Grade 3 results.

- **Grade 4 Achievement** 51.74% of students performed at Level 3 or 4 on 2024 Mathematics SBA. This is above the state average of 49.7%, but lower than the past two years of Grade 4 cohorts (58.33% in spring 2023 and 52.52% in spring 2022).

  **Grade 4 Growth** The rough cohort comparison of students indicates that fewer students reached Levels 3 and 4 in Grade 4 than previously in Grade 3 (59.8% of this cohort performed at Level 3 or 4 in Grade 3).  The state sets growth targets for each student based on their previous year's performance.  40.7% of Grade 4 students met their growth targets in 2024.  This is below the statewide rate of 45.0% of Grade 4 students reaching their growth targets.

  *Note: Like it did in reading, student performance in mathematics dropped in Grade 4.  However, unlike reading, growth in mathematics was also low.  Standards are more challenging in grade four, however, that is a statewide challenge and a lesser percentage of Branford students met their growth rates than the state average.  This suggests that we are correct to be looking at our math curriculum and instruction.*

## Universal Screening Assessments: Fall 2024

This fall, students in grades K-4 participated in universal screening in reading and mathematics.  The following data is framed using medan percentiles.  Percentiles are based on national norms.  As a review, a percentile rank can be explained by imagining a line of 100 students, in order of performance.  The 50th student would be exactly in the middle.  This is referred to as the 50th percentile.  The 10th student would be performing at the 10th percentile, meaning that 90 students scored above that student.  The median percentile is used instead of the mean because Aimweb considers that to be more accurate; it is less influenced by extreme outliers.  Aimsweb considers the average range to be the 25th to 74th percentile. However, within that range, one can consider the 40th to 60th to be closer to a typical average. Scores below the 40th percentile on many measures would be considered low average and scores above the 60th high average.

**Aimsweb Literacy**

Aimsweb Literacy Assessments include different subtests at each grade level. These will be described in each section below.

You will note that, on the whole, scores this fall are higher than scores last fall. This could be due to curricular or instructional changes, differences in cohorts of students, or students being more comfortable with the assessment after multiple testing periods (this is the fourth time most students have done these benchmark assessments).

- **Kindergarten Early Literacy** The K Early Literacy Assessment contains four subtests: Vocabulary, Initial Sounds, Letter Name Fluency, and Letter Words Sounds Fluency. These assessments are done via 1:1 interviews with a teacher.

  The median composite percentile for Kindergarten students this fall is 45. This is significantly higher than last year's cohort (29). The improved composite percentile is likely due to the vocabulary measure, which the team chose not to administer last fall. It is also highly probable that the new Kindergarten age requirement impacted the overall performance of Kindergarten students, as all measures were higher than last fall.

- **Grade 1 Early Literacy** The Grade 1 Early Literacy Assessment contains four subtests: Vocabulary, Letter Words Sounds Fluency, Nonsense Words Fluency, Oral Reading Fluency, Phoneme Segmentation, and Word Reading Fluency. These assessments are done via 1:1 interviews with a teacher. In Grade 1 only, the composite score is not a true composite as it is based solely on the Oral Reading Fluency measure.

  The median composite percentile for Grade 1 students this fall is 40. This is significantly higher than last year's cohort (18). All subtest scores were also higher than last fall. Time and continued monitoring will tell if this is due to changes in curriculum and instruction or if this is an outlier cohort.

- **Grade 2 Reading** The Grade 2 Reading Assessment contains three subtests: Oral Reading Fluency, Reading Comprehension, and Vocabulary. Unlike the Kindergarten and Grade 1 measures, the Reading Comprehension and Vocabulary measures are done online and in a whole class setting (unless a student has accommodations). Oral Reading Fluency continues to be administered in a 1:1 interview setting.

  The median composite percentile for Grade 2 students this fall is 40. This is higher than last year's cohort (33), but the gains were not as significant as we saw in K and Grade 1. We also

notice that Oral Reading Fluency and Reading Comprehension were lower than last year's cohort, which the team is looking into.  To address this, we are ensuring that students have daily independent reading and that teachers have specific strategies to address fluency.

- **Grade 3 Reading**  The Grade 3 Reading Assessment contains three subtests:  Oral Reading Fluency, Reading Comprehension, and Vocabulary.  The Reading Comprehension and Vocabulary measures are done online and in a whole class setting (unless a student has accommodations) and Oral Reading Fluency is administered in a 1:1 interview setting.

  The median composite percentile for Grade 3 students this fall is 52.  This is slightly higher than last year's Grade 3 cohort (50).  This year's cohort performed better on the vocabulary measure, while reading comprehension was equal to last year's cohort.  Like Grade 2, the Oral Reading Fluency measure declined as compared to last year's cohort and the team is addressing this in similar ways (independent reading time and fluency strategies).

- **Grade 4 Reading**  The Grade 4 Reading Assessment contains three subtests:  Reading Comprehension, Silent Reading Fluency, and Vocabulary.  All three subtests are done independently and online.

  The median composite percentile for Grade 4 this fall is 70.  This is higher than last fall (56).  Reading Comprehension and Vocabulary subtests were stronger this fall, while silent reading fluency dropped (68 to 63).  To address this, the team is ensuring that students have guaranteed daily independent reading time.

**Aimsweb Math**

Aimsweb Math Assessments include different subtests at each grade level.  These will be described in each section below.

You will note that, like reading, scores this fall are higher than scores last fall. This could be due to curricular or instructional changes, differences in cohorts of students, or students being more comfortable with the assessment after multiple testing periods (this is the fourth time most students have done these benchmark assessments).  There were no significant curricular changes in mathematics, though teachers continue to hone their instructional practices.

- **Kindergarten Early Mathematics** The K Early Math Assessment contains three subtests: Concepts and Applications, Number Naming Fluency, Quantity Total Fluency.  These assessments are done via 1:1 interviews with a teacher.

The median composite percentile for Kindergarten students this fall is 47. This is higher than last year's cohort (38). The improved composite percentile is due to stronger number naming fluency and quantity total fluency measures. The median percentile for the Concepts and Applications assessment remained the same.

- **Grade 1 Early Mathematics** The Grade 1 Early Math Assessment contains three subtests: Concepts and Applications, Math Fact Fluency 1-Digit, Number Comparison Fluency Pairs. These assessments are done via 1:1 interviews with a teacher.

The median composite percentile for Grade 1 students this fall is 42. This is higher than last year's cohort (37). The improved composite percentile is due to stronger performance on Concepts and Applications and Number Comparison Fluency Pairs. Performance on Math Fact Fluency went down from a median percentile of 30 last fall to 24 this fall.

- **Grade 2 Math** The Grade 2 Math Assessment contains four subtests: Concepts and Applications, Mental Computation Fluency, Number Comparison Fluency Triads, and Number Sense Fluency. These assessments are done online and in a whole class setting (unless a student has accommodations).

The median composite percentile for Grade 2 students this fall is 46. This is higher than last fall (39). The median percentile for Concepts and Applications and Mental Computation Fluency stayed the same (37 and 59 respectively) while performance on all other measures increased.

- **Grade 3 Math** The Grade 3 Math Assessment contains four subtests: Concepts and Applications, Mental Computation Fluency, Number Comparison Fluency Triads, and Number Sense Fluency. These assessments are done online and in a whole class setting (unless a student has accommodations).

The median composite percentile for Grade 3 students this fall is 54. This is higher than last fall (44). The median percentile for Concepts and Applications stayed the same at 36, while performance on all other measures increased.

- **Grade 4 Math** The Grade 4 Math Assessment contains four subtests: Concepts and Applications, Mental Computation Fluency, Number Comparison Fluency Triads, and Number Sense Fluency. These assessments are done online and in a whole class setting (unless a student has accommodations).

The median composite percentile for Grade 4 students this fall is 67. This is higher than last fall

(59).  The median percentile for Mental Computation Fluency stayed the same at 36, while performance on all other measures increased.

## School Goals

Elementary Principals Maria Clark, Imani Jones, and Jim O'Connor will present their school goals.  Goals are aligned with our definition of deep learning, which serves as our framework for high quality instruction.

### Definition of Deep Learning

**Feedback:**  Providing continuous skills development, recognizing progress at each stage, while incorporating mentoring, feedback, and support throughout the learning process.

**Content:**  Ensuring students progress from initial understanding to application of content by continuously reviewing and upgrading their knowledge and skills, using high-quality resources, and engaging in hands-on experiences.

**Context:**  Promoting intrinsic motivation and student engagement in the pursuit of learning by communicating high expectations within an environment of clear rules and procedures and nurturing relationships.

**Community:**  Cultivating a safe, supportive, and collaborative culture with colleagues, students, and families to optimize learning for educators and students.

This framework is also aligned with our teacher and leader evaluation and support plans, which were approved by the Connecticut State Department of Education.  Board members may wish to review the May 2024 Teaching and Learning Committee meeting for an overview of those plans.

## Follow Up Questions Regarding Secondary Performance Presentation

### Advanced Placement Data

**Question:**  What is the percentage of students who scored a four or better on the exam?  Additionally, do you know the number of unique testers each year?

|  | 2022 | 2023 | 2024 |
|---|---|---|---|
| **LEVEL 4** | 27% | 32% | 43% |
| **LEVEL 3** | 52% | 60% | 69% |
| **Unique Testers** | 116 | 141 | 125 |

**NGSS Assessment Data**

The following NGSS Slides have been corrected from the previous T&L meeting. The grade 8 and 11 scores graphs had been reversed. The slides have been corrected in the deck and are included here for your reference.
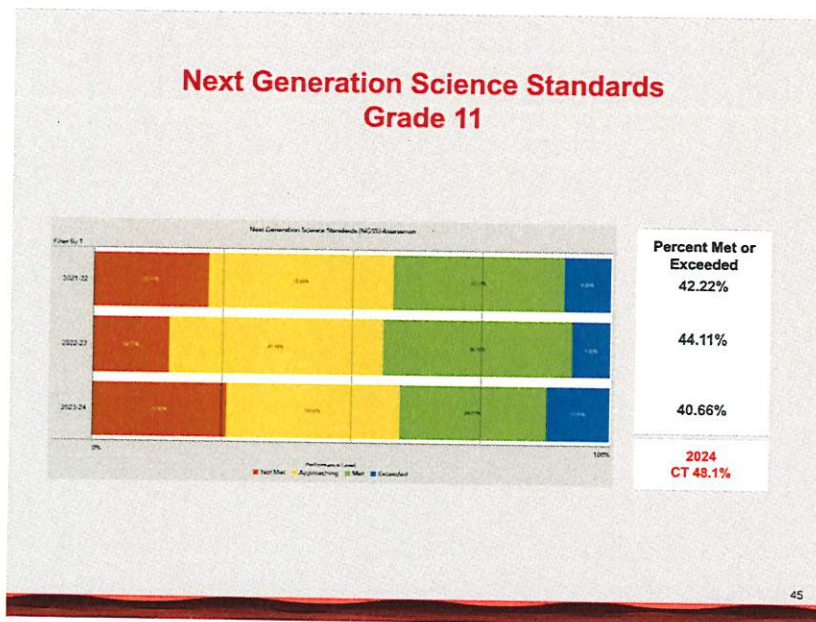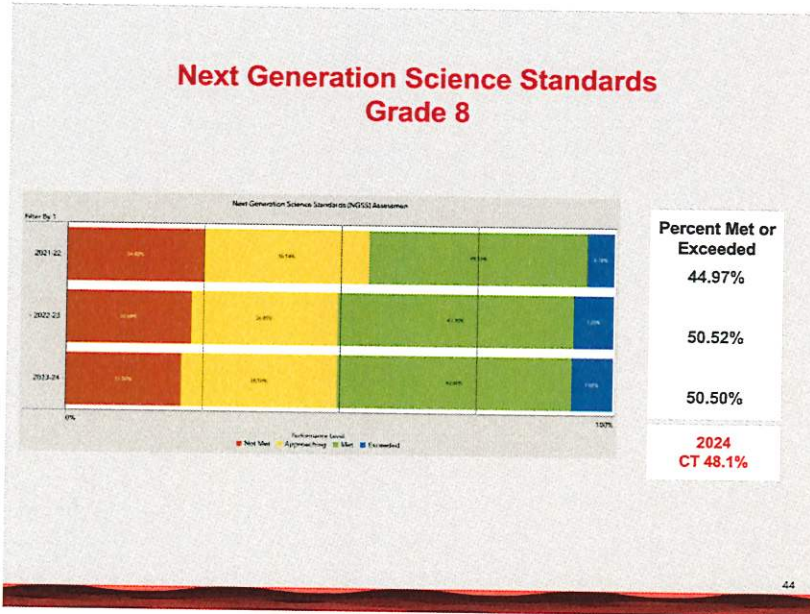
# Branford Board of Education Teaching and Learning Committee

## November 2024

# Agenda

# Mission & Global Competencies



Circle of global competencies:
- Collaboration
- Adaptability and Interest in New Learning
- Communication and Active Listening
- Empathy and Kindness
- Questioning, Reasoning and Problem Solving
- Citizenship and Civic Responsibility

## Mission

The Branford Public School's community is committed to developing lifelong learners who are capable and confident, who contribute to their community, and who succeed in a changing global society.
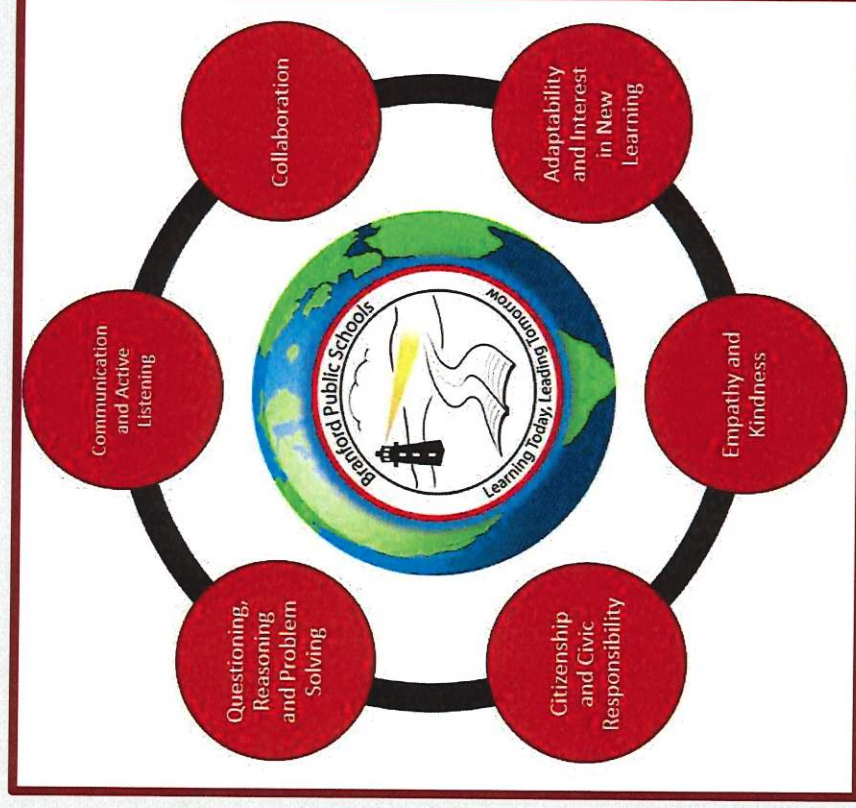
# Strategic Coherence Plan (SCP)

Strategic Actions

1. **Ensure equal opportunity for growth and development for all Branford students.**

2. Align the key systems in the District to support the student acquisition of the Global Learning Competencies through the implementation of the Definition of Deep Learning.

3. Improve the process and tools used to communicate and engage critical stakeholders.

# Definition of Deep Learning

**Feedback:** Providing continuous skills development, recognizing progress at each stage, while incorporating mentoring, feedback, and support throughout the learning process.

**Content:** Ensuring students progress from initial understanding to application of content by continuously reviewing and upgrading their knowledge and skills, using high-quality resources, and engaging in hands-on experiences.

**Context:** Promoting intrinsic motivation and student engagement in the pursuit of learning by communicating high expectations within an environment of clear rules and procedures and nurturing relationships.

**Community:** Cultivating a safe, supportive, and collaborative culture with colleagues, students, and families to optimize learning for educators and students.
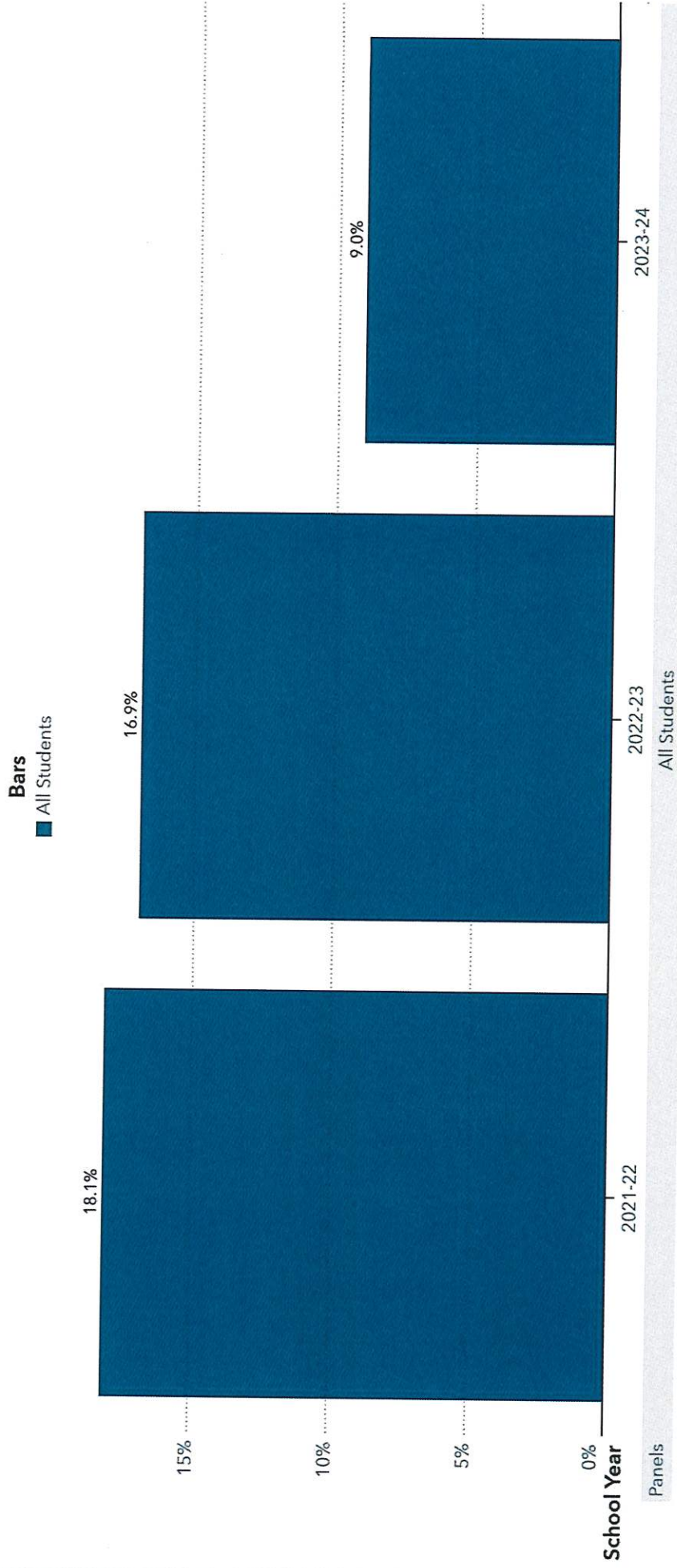
# Student Performance Update

Formal assessment results help identify students' strengths and challenges, but they are only one data point. Students are more than their scores and we use multiple measures for evaluating student progress throughout the school year.

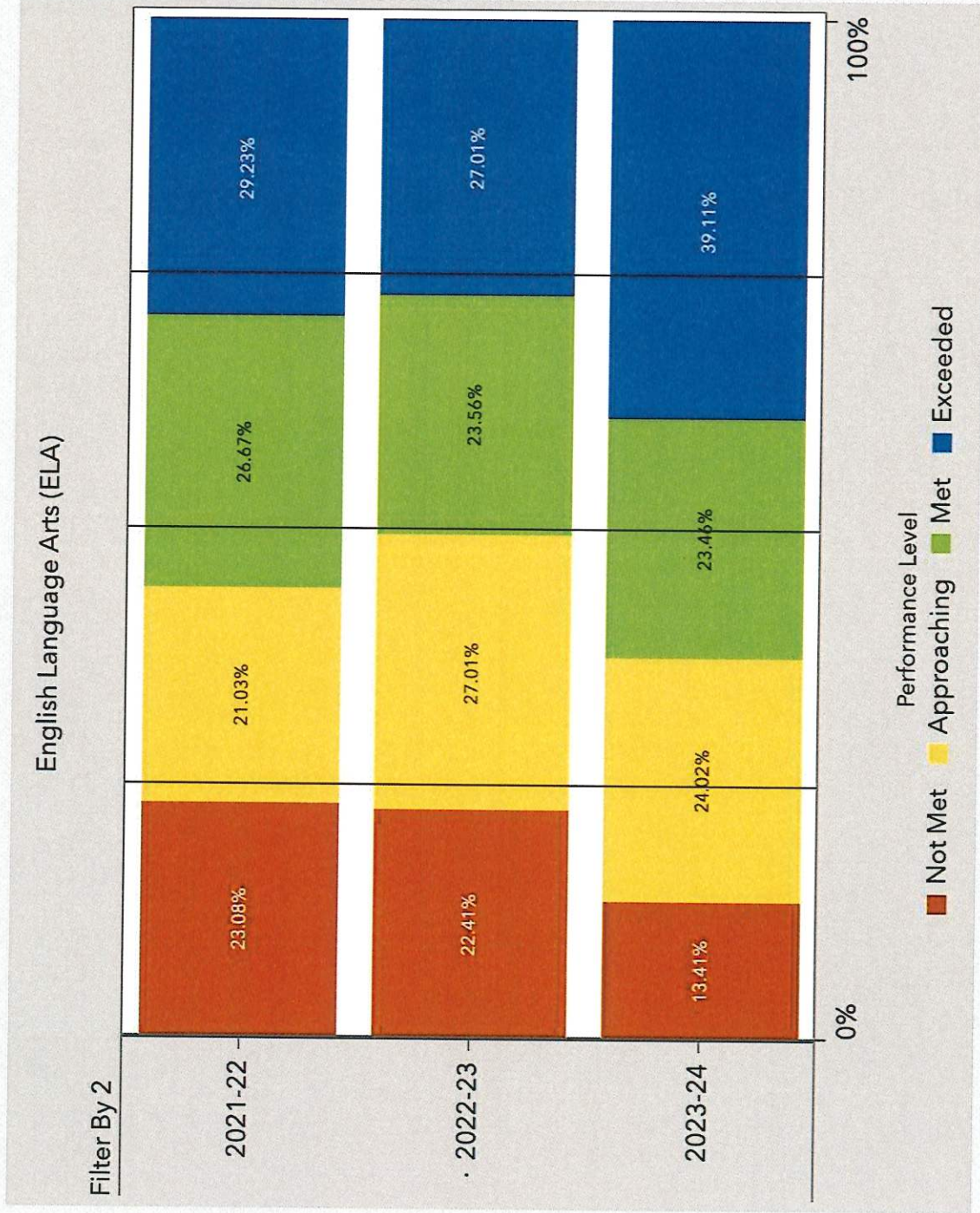ATTENDANCE

# Elementary Chronic Absenteeism*

**Bars**
■ All Students



| School Year | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| | 18.1% | 16.9% | 9.0% |

Panels
All Students

*defined as missing 10 percent or more of the total number of days enrolled during the school year

# Smarter Balanced Assessment: Reading

# SBA ELA Performance Grade 3

English Language Arts (ELA)

Filter By 2



| Percent at Level 3 or 4 |
|---|
| 55.9% |
| 50.57% |
| 62.57% |
| 2024 CT 45.9% |

**Performance Level**

■ Not Met  ■ Approaching  ■ Met  ■ Exceeded

**2021-22**
- 23.08%
- 21.03%
- 26.67%
- 29.23%

**2022-23**
- 22.41%
- 27.01%
- 23.56%
- 27.01%

**2023-24**
- 13.41%
- 24.02%
- 23.46%
- 39.11%

0% — 100%

# SBA ELA Performance Grade 4

English Language Arts (ELA)

## Percent at Level 3 or 4

56.11%

58.82%

51.16%

**2024
CT 49.4%**

Filter By 2

| | | | |
|---|---|---|---|
| 2021-22 | 20.56% | 23.33% | 28.33% | 27.78% |
| 2022-23 | 18.63% | 22.55% | 24.51% | 34.31% |
| 2023-24 | 23.84% | 25.00% | 18.60% | 32.56% |

0%                    100%

Performance Level
Not Met  Approaching  Met  Exceeded
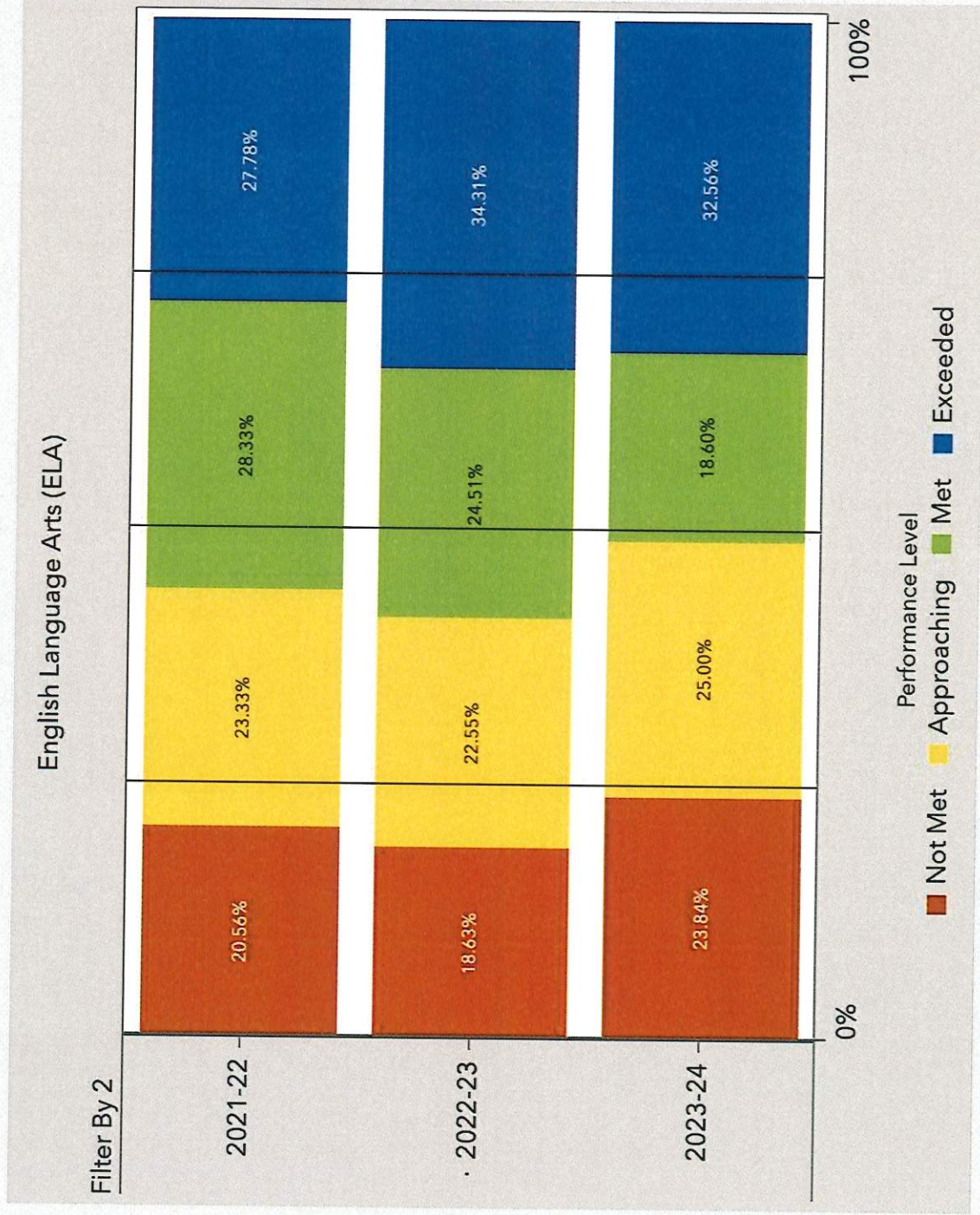
# Rough Cohort: ELA Class of 2031



| Class ▲ | Grade ▲ | School Year ▲ | Total Number with Scored Tests | Average Vertical Scale Score (VSS) | Percent Level 3&4 |
|---|---|---|---|---|---|
| Class of 2032 | 03 | 2022-23 | 174 | 2434 | 50.6% |
| | 04 | 2023-24 | 172 | 2481 | 51.2% |

**50.9% met Growth Target (42.7% CT)**
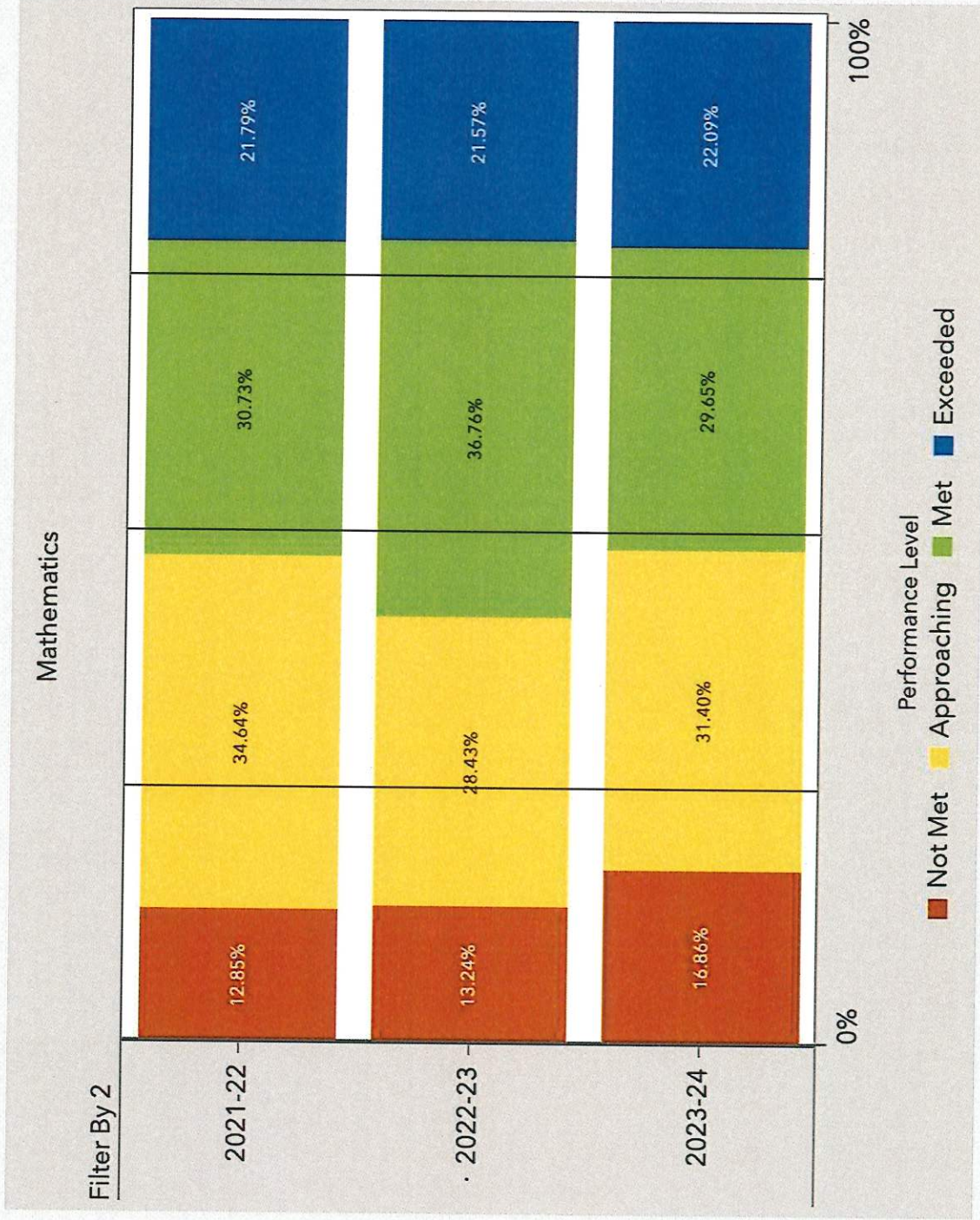
Smarter Balanced
Assessment: Mathematics

# SBA Mathematics Performance Grade 3

Mathematics

**Percent at Level 3 or 4**

58.24%

59.77%

67.04%

**2024**
**CT 51.3%**

Filter By 2

| | |
|---|---|
| **2021-22** | Not Met 15.46% · Approaching 26.29% · Met 37.11% · Exceeded 21.13% |
| **2022-23** | Not Met 20.69% · Approaching 19.54% · Met 35.06% · Exceeded 24.71% |
| **2023-24** | Not Met 12.29% · Approaching 20.67% · Met 30.17% · Exceeded 36.87% |

0% — 100%

**Performance Level**

Not Met  Approaching  Met  Exceeded
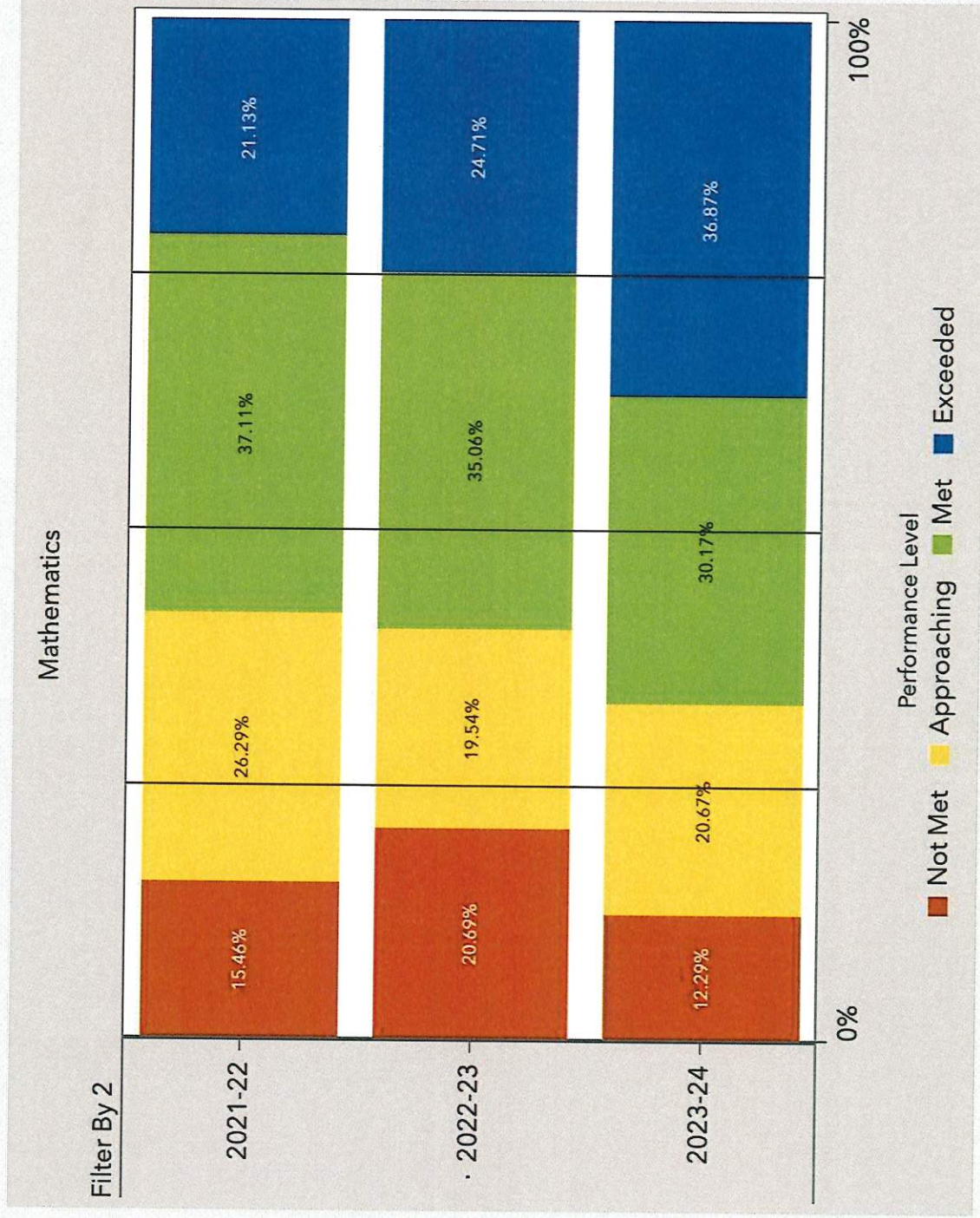
# SBA Mathematics Performance Grade 4

## Percent at Level 3 or 4

52.52%

58.33%

51.74%

**2024**
**CT 49.7%**

Mathematics

Filter By 2

| | Not Met | Approaching | Met | Exceeded |
|---|---|---|---|---|
| 2021-22 | 12.85% | 34.64% | 30.73% | 21.79% |
| 2022-23 | 13.24% | 28.43% | 36.76% | 21.57% |
| 2023-24 | 16.86% | 31.40% | 29.65% | 22.09% |

0% ———— 100%

**Performance Level**
■ Not Met ■ Approaching ■ Met ■ Exceeded

15

# Rough Cohort: Mathematics Class of 2032
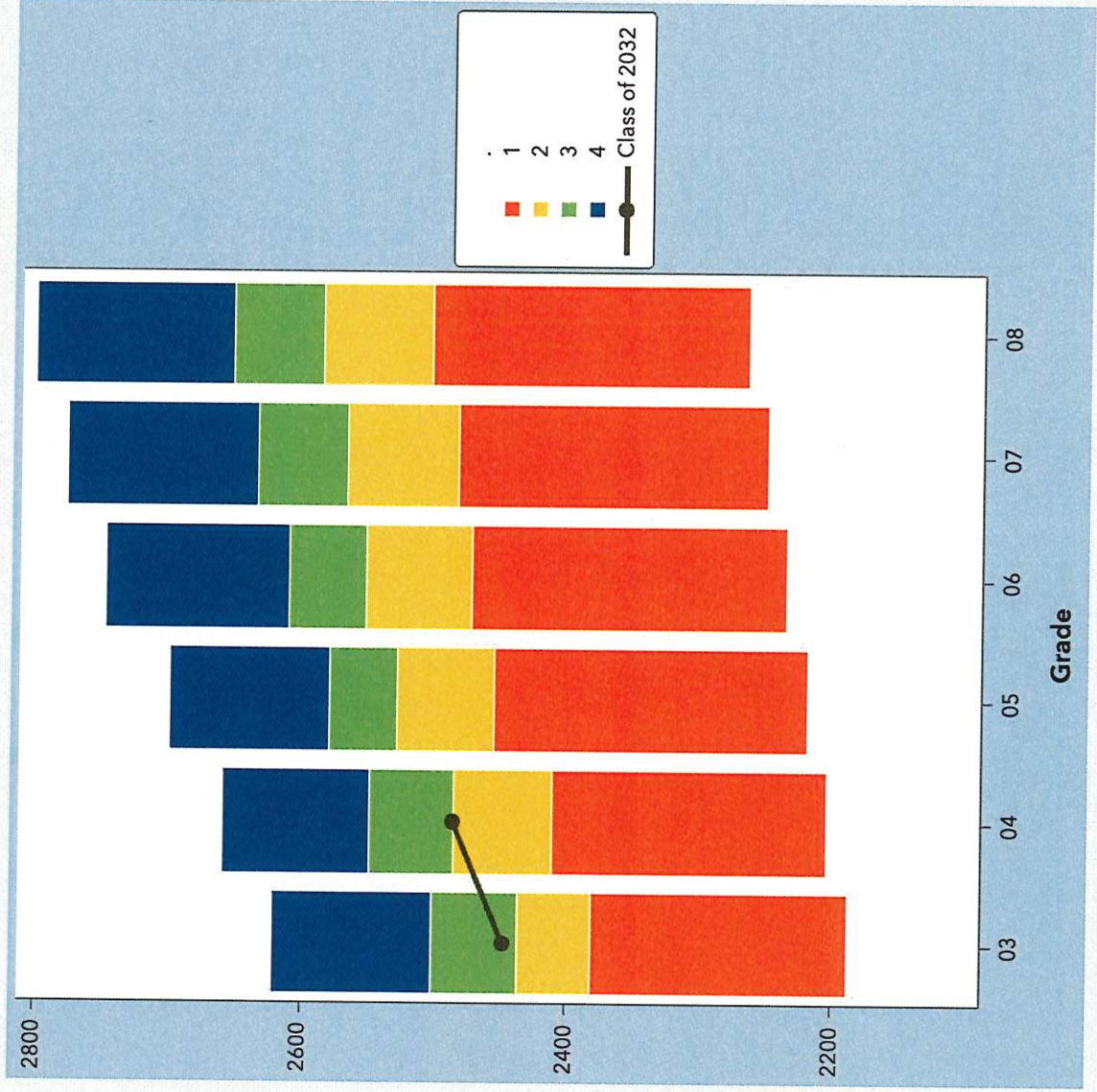
| Class | Grade ▲ | School Year |
|---|---|---|
| Class of 2032 | 03 | 2022-23 |
| | 04 | 2023-24 |

| | Total Number with Scored Tests | Average Vertical Scale Score (VSS) | Percent Level 3&4 |
|---|---|---|---|
| | 174 | 2447 | 59.8% |
| | 172 | 2486 | 51.7% |

**40.7% met Growth Target (45.0% CT)**

Fall Universal Screening: Reading

# Aimsweb Early Literacy

Legend: ■ Fall 23 ■ Fall 24

Chart data (Fall 23 blue / Fall 24 red):

- Vocabulary: Fall 24 = 62
- IS: Fall 23 = 28, Fall 24 = 54
- LNF: Fall 23 = 28, Fall 24 = 38
- LWSF: Fall 23 = 39, Fall 24 = 56
- Composite: Fall 23 = 29, Fall 24 = 45
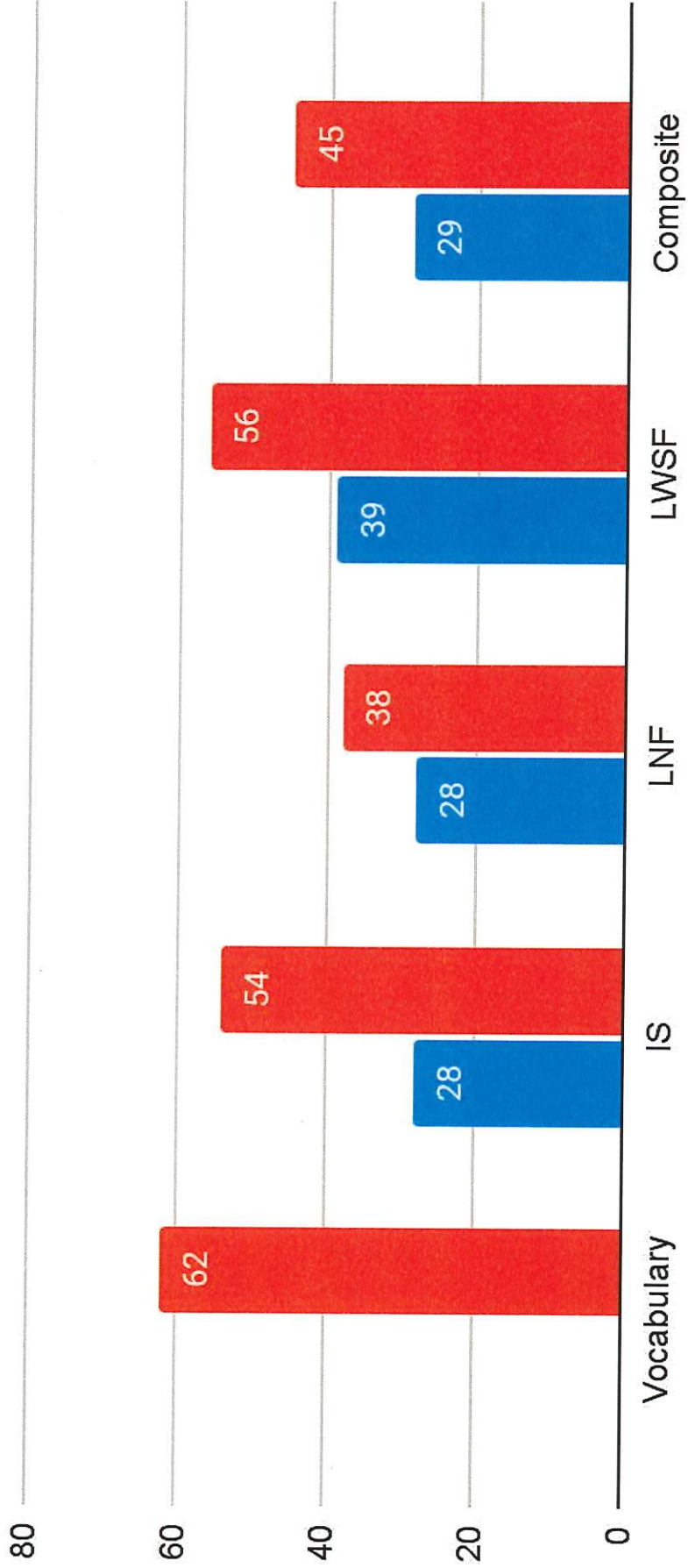
K

Vocabulary / Initial Sounds / Letter Name Fluency / Letter Word-Sounds Fluency

# Aimsweb Early Literacy

Legend: Fall 23 (blue), Fall 24 (red)

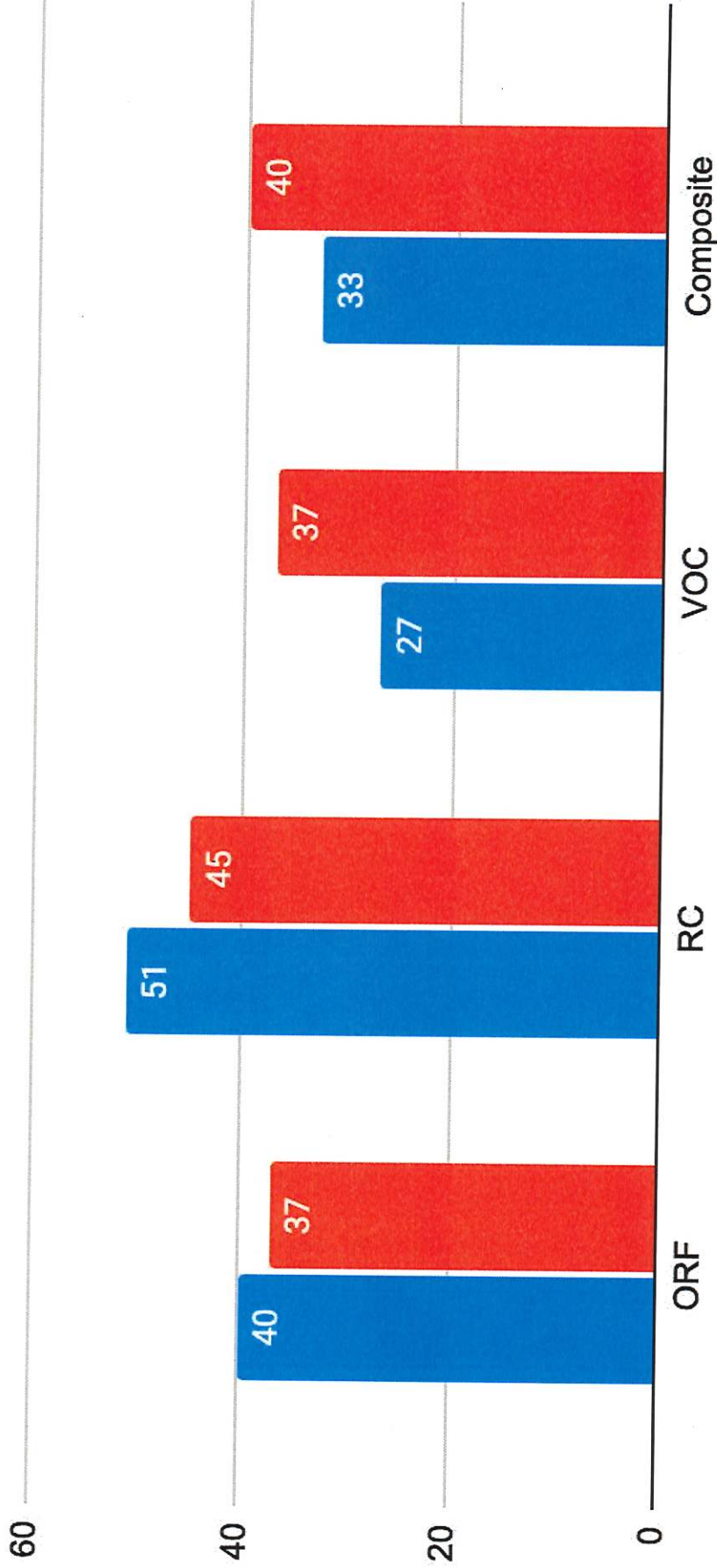| Category | Fall 23 | Fall 24 |
|---|---|---|
| Vocabulary | 22 | 58 |
| LWS | 8 | 26 |
| NWF | 23 | 33 |
| ORF | 18 | 40 |
| PS | 61 | 77 |
| WRF | 30 | 44 |
| Composite | 18 | 40 |
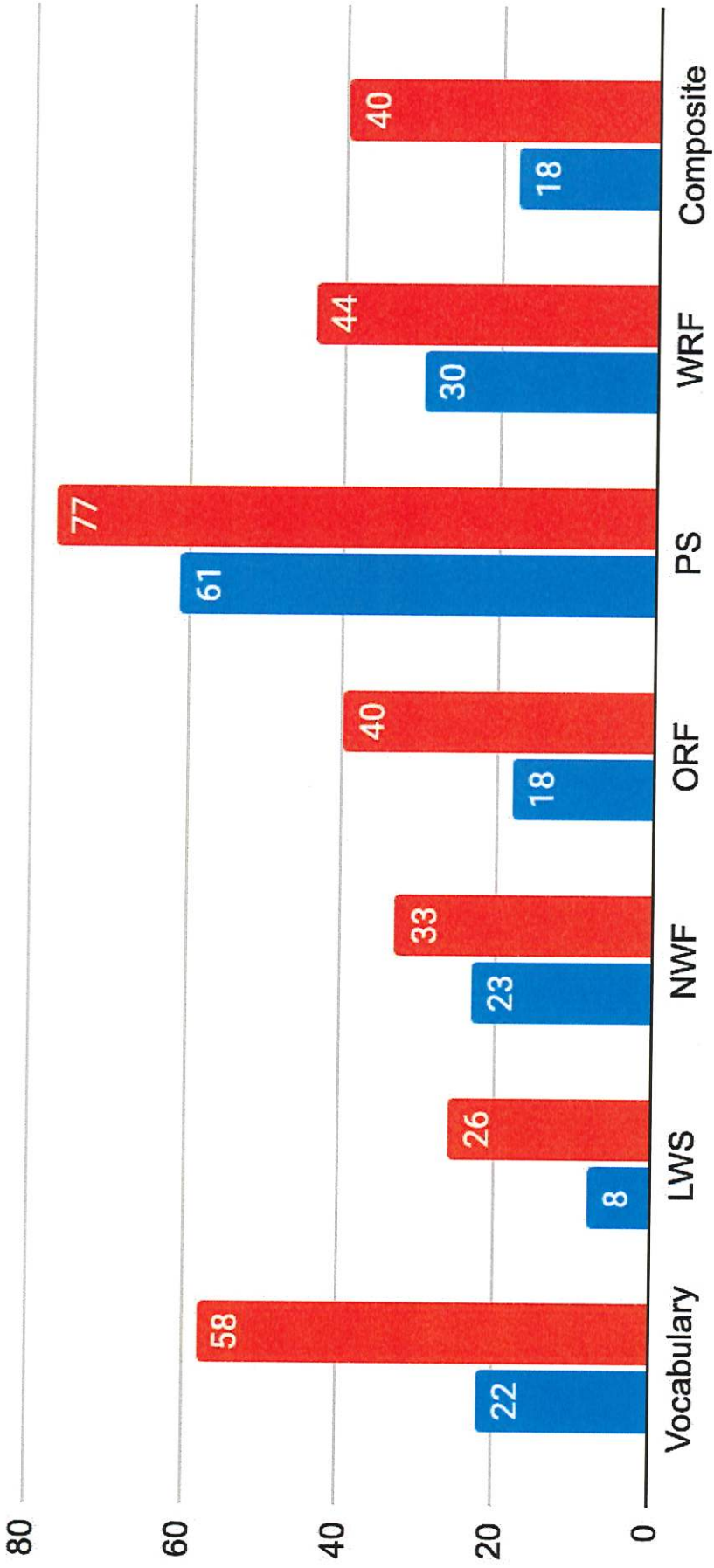
Grade 1

Letter Word-Sounds Fluency / Nonsense Words Fluency / Oral Reading Fluency / Phoneme Segmentation / Word Reading Fluency
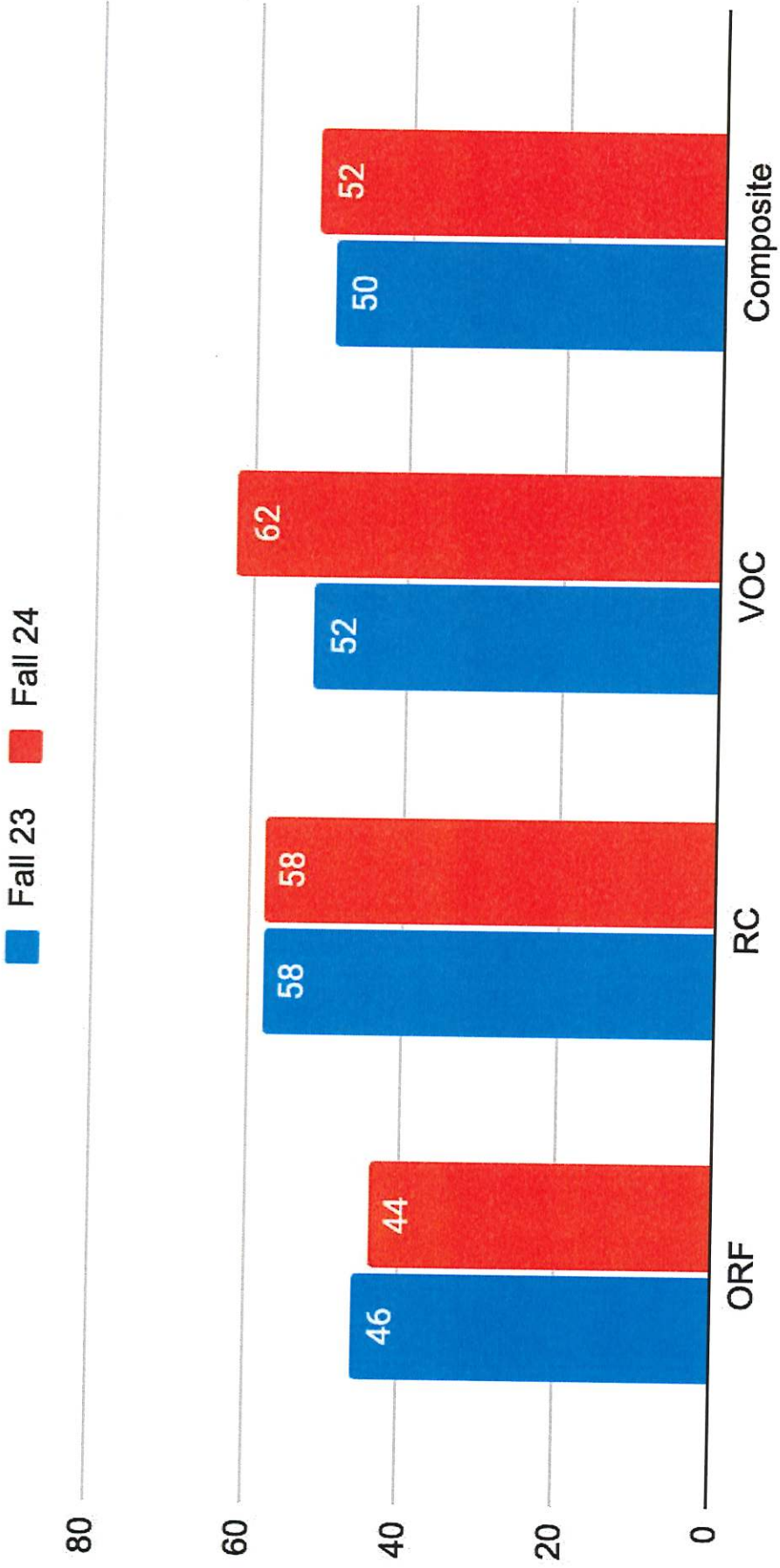
# Aimsweb Reading

Legend: Fall 23 (blue), Fall 24 (red)

| Category | Fall 23 | Fall 24 |
|----------|---------|---------|
| ORF | 40 | 37 |
| RC | 51 | 45 |
| VOC | 27 | 37 |
| Composite | 33 | 40 |

Grade 2

Oral Reading Fluency / Reading Comprehension / Vocabulary / Composite

# Aimsweb Reading

Legend: ■ Fall 23  ■ Fall 24

| Category | Fall 23 | Fall 24 |
|----------|---------|---------|
| ORF | 46 | 44 |
| RC | 58 | 58 |
| VOC | 52 | 62 |
| Composite | 50 | 52 |

Grade 3

Oral Reading Fluency / Reading Comprehension / Vocabulary / Composite

# Aimsweb Reading

Legend: Fall 23 (blue), Fall 24 (red)

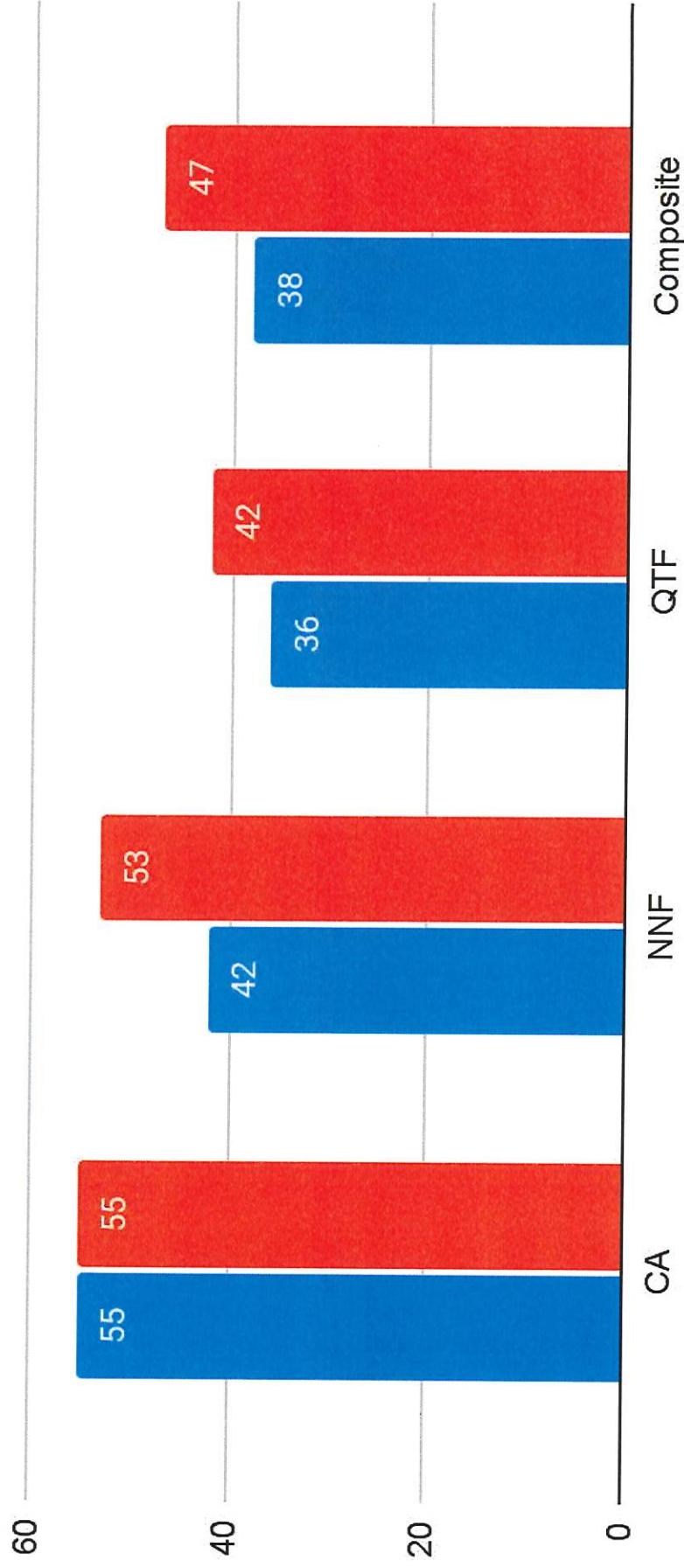| Category | Fall 23 | Fall 24 |
|----------|---------|---------|
| RC | 53 | 71 |
| SRF | 68 | 63 |
| VOC | 59 | 70 |
| Composite | 56 | 70 |
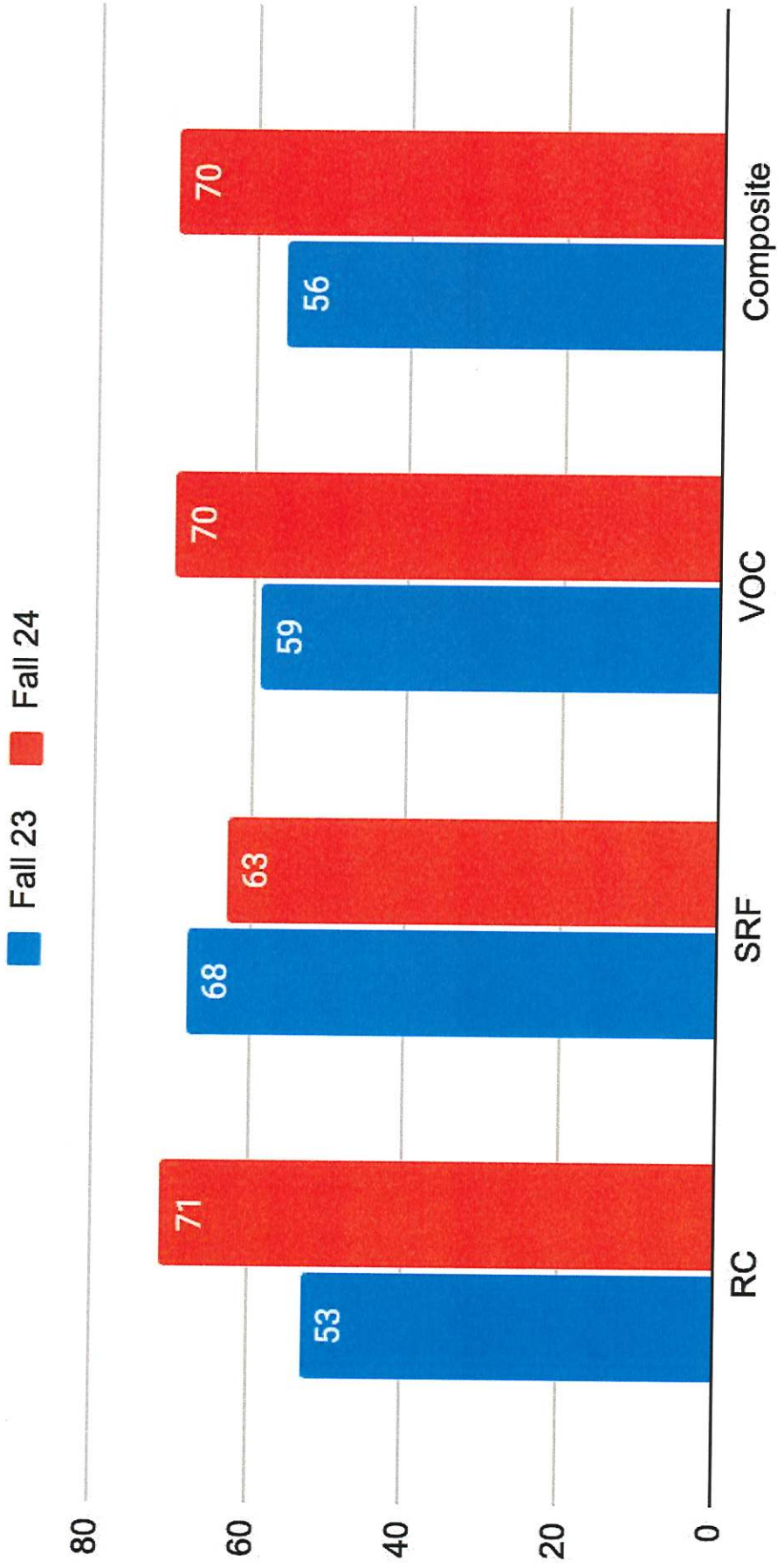
Grade 4

Reading Comprehension / Silent Reading Fluency /Vocabulary / Composite

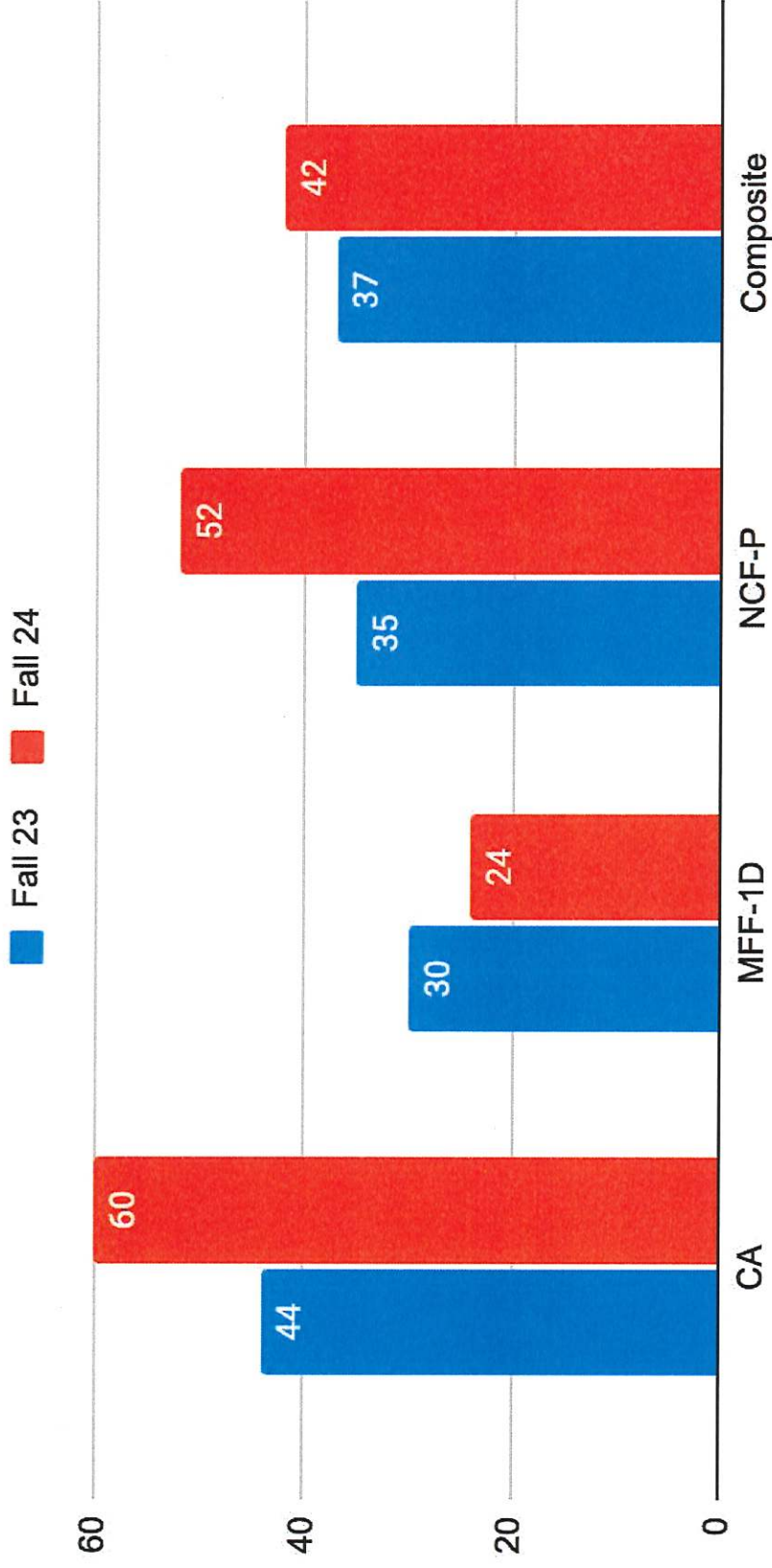Fall Universal Screening: Mathematics

Aimsweb Early Numeracy

Fall 23 | Fall 24

| | CA | NNF | QTF | Composite |
|---|---|---|---|---|
| Fall 23 (blue) | 55 | 42 | 36 | 38 |
| Fall 24 (red) | 55 | 53 | 42 | 47 |

K

Concepts & Applications / Number Naming Fluency / Quantity Total Fluency

# Aimsweb Early Numeracy

Legend: Fall 23 (blue), Fall 24 (red)

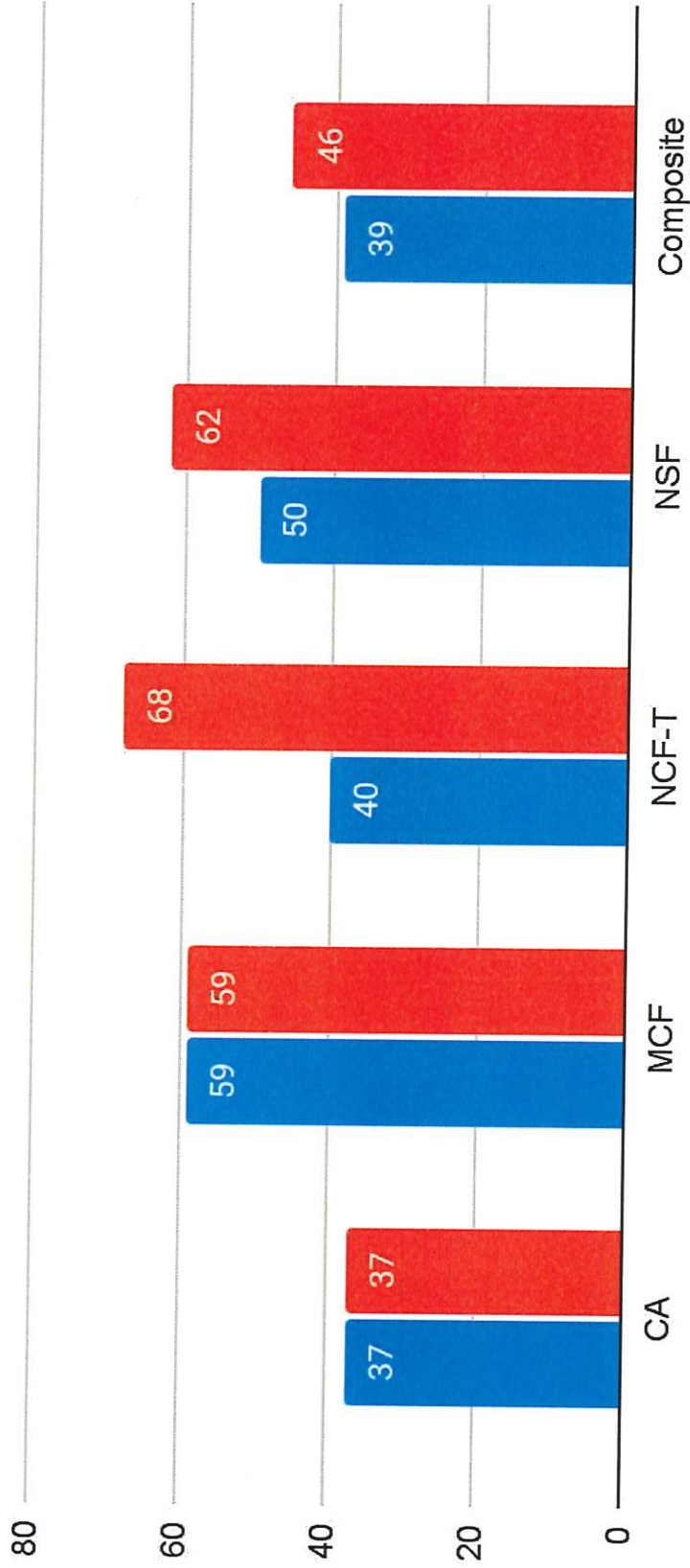| Category | Fall 23 | Fall 24 |
|----------|---------|---------|
| CA | 44 | 60 |
| MFF-1D | 30 | 24 |
| NCF-P | 35 | 52 |
| Composite | 37 | 42 |

Grade 1

Concepts & Applications / Math Fact Fluency-1 Digit / Number Comparison Fluency Pairs

# Aimsweb Math

Legend: Fall 23 (blue), Fall 24 (red)

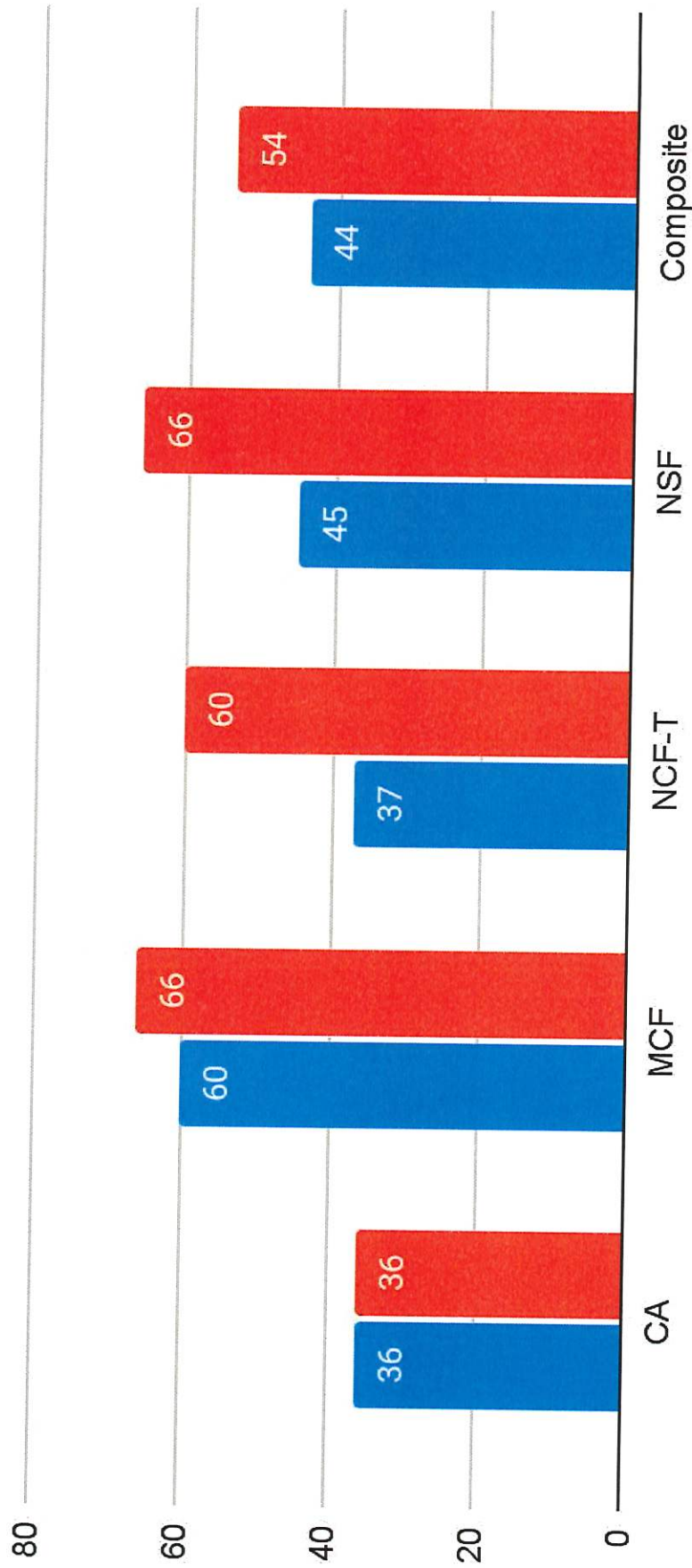| Category | Fall 23 | Fall 24 |
|----------|---------|---------|
| CA | 37 | 37 |
| MCF | 59 | 59 |
| NCF-T | 40 | 68 |
| NSF | 50 | 62 |
| Composite | 39 | 46 |

Grade 2

Concepts & Applications / Mental Computation Fluency / Number Sense Fluency / Number Comparison Fluency - Triads
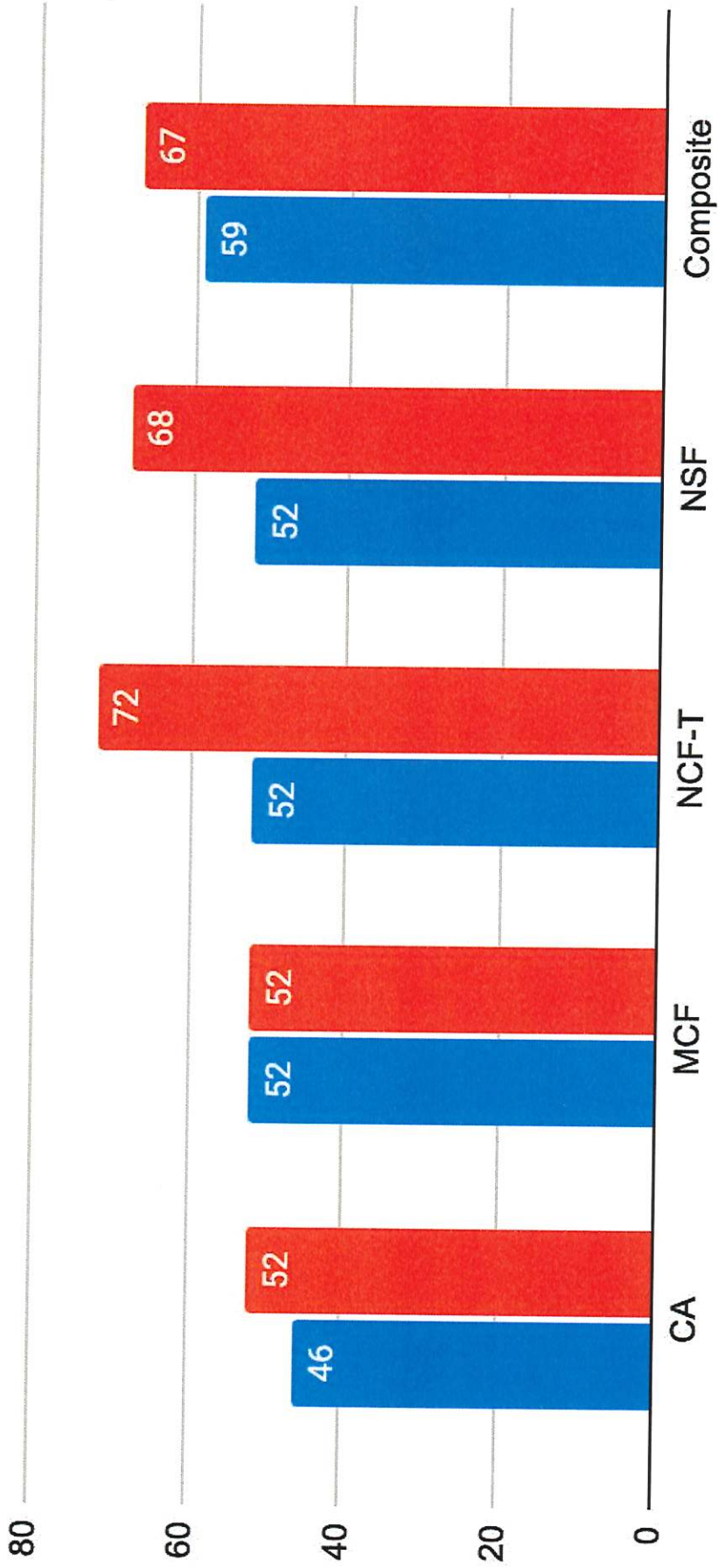
# Aimsweb Math



Concepts & Applications / Mental Computation Fluency / Number Comparison
Fluency - Triads / Number Sense Fluency

# Aimsweb Math

Legend: ■ Fall 23 ■ Fall 24

| Category | Fall 23 | Fall 24 |
|----------|---------|---------|
| CA | 46 | 52 |
| MCF | 52 | 52 |
| NCF-T | 52 | 72 |
| NSF | 52 | 68 |
| Composite | 59 | 67 |

Grade 4

Concepts & Applications / Mental Computation Fluency / Number Comparison Fluency - Triads / Number Sense Fluency

# Definition of Deep Learning

**Feedback:** Providing continuous skills development, recognizing progress at each stage, while incorporating mentoring, feedback, and support throughout the learning process.

**Content:** Ensuring students progress from initial understanding to application of content by continuously reviewing and upgrading their knowledge and skills, using high-quality resources, and engaging in hands-on experiences.

**Context:** Promoting intrinsic motivation and student engagement in the pursuit of learning by communicating high expectations within an environment of clear rules and procedures and nurturing relationships.

**Community:** Cultivating a safe, supportive, and collaborative culture with colleagues, students, and families to optimize learning for educators and students.

# Teaching Framework
## The New Art and Science of Teaching

CONTEXT

**Rules & Procedures**

**Engagement Strategies**

FEEDBACK
Clear Learning Goals
Assessment

CONTENT
Direct Instruction
Practicing and Deepening Lessons
Knowledge Application Lessons
Research Based Strategies

**Relationships**

**High Expectations**

Brantford Public Schools
Learning Today, Leading Tomorrow

# MTM School Wide Goals

**Goal:** Support will be provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans. (2.2)

**Theory of Action:** When a learning community establishes a clear vision for high-quality instruction and deep learning, then learning environments are cultivated to maximize opportunities for student and staff success.

**How:** The Murphy instructional leadership team will gain a deeper understanding of the NASOT framework (with an emphasis on student engagement and opportunities for students to reflect on their learning). They will plan professional learning experiences for teachers around the identified elements and strategies and help teachers to plan units and lessons incorporating elements of Deep Learning. They will help teachers learn and use tools to monitor the success of these strategies in their classrooms. The team will help teachers collect real time data (rating scales) to monitor the effectiveness of these strategies and will engage in deep, reflective conversations about the instructional strategies being used in classrooms.

**Monitor and Adjust:**

- Learning walks, conducted by administrators and educators, will be used to observe classroom practices and collected anecdotal data.
- Collaborative meeting agendas and notes reflect integration of NASOT elements and strategies
- Teachers can reference specific areas of instruction from the NASOT model
- Student surveys indicate increased active engagement and peer interaction

# MRT School Wide Goals

**Goal:** The school will communicate a clear vision as to how teachers should address instruction (2.1)

**Theory of Action:** When a learning community establishes a clear vision for high-quality instruction and deep learning, then learning environments are cultivated to maximize opportunities for student and staff success.

**How:** The Tisko leadership team will learn the principles of High Reliability Schools, specifically developing understanding of indicator 2.1: communicating a clear vision as to how teachers should address instruction. They will develop lagging indicators to measure progress in this area. The leadership team will develop systems to collect, analyze and share data trends. They will develop and implement professional learning for teachers around research based strategies for promoting student interaction, increasing student response rates, and the use of physical movement. They will also provide teachers with strategies for monitoring the effectiveness of these techniques in their classrooms.

**Monitor and Adjust:**

- Learning walks, conducted by administrators and educators, will be used to observe classroom practices and collected anecdotal data.
- Collaborative meeting agendas and notes reflect integration of NASOT elements and strategies
- Teachers report having adequate support and guidance
- Student surveys indicate increased active engagement and peer interaction

# JBS School Wide Goals

**Goal:** The school will communicate a clear vision as to how teachers should address instruction (2.1)

**Theory of Action:** When a learning community establishes a clear vision for high-quality instruction and deep learning, then learning environments are cultivated to maximize opportunities for student and staff success.

**How:** The leadership team will study the alignment and connections between district resources and instructional models (Into Reading, Responsive Classroom, NASOT) in order to support teachers in using research based engagement and knowledge application strategies. They will create professional learning opportunities for teachers to be implemented during grade level meetings, coaching sessions, and staff meetings. The leadership team will work to understand the core principles of High Reliability Schools, especially indicator 2.1 and its lagging indicators.

**Monitor and Adjust:**

- Learning walks, conducted by administrators and educators, will be used to observe classroom practices and collected anecdotal data.
- Student surveys demonstrate increased levels of engagement
- Teacher surveys demonstrate increased levels of effective teaching in every classroom
- Teacher language during professional meetings reflects an understanding of the instructional framework