

**BRANFORD BOARD OF EDUCATION
COMMUNICATION COMMITTEE MEETING**

<u>WEDNESDAY</u> 6:00 PM March 19, 2025	Walsh Intermediate School Collaboration & Innovation Center (Room 112) 185 Damascus Road, Branford, CT 06405
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[Chair: Laura Troidle; Judith Barron, Adam Greenberg & Marie McNamara]

To locate agendas and to access/view meetings 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.

AGENDA

- I. Call to Order
- II. Public Comment
- III. Approval of Minutes
- IV. Discussion/Action Items
 - A. Communication Updates
 - B. High Reliability Schools (HRS) Overview
- 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 mute your phone when joining the meeting and unmute your phone when you are ready to speak. This can be done by pressing *6 on your phone's keypad.*

Rules Governing Public Comments

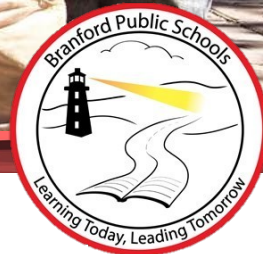
Guests attending meetings in person or virtually are invited to make public comment. Speakers must identify themselves by name and address. While the Board does not respond to public comment during the meeting, the Chair and Superintendent will work collaboratively to make sure your comments are thoughtfully considered. Disruptive conduct may result in termination of participation privileges or removal from meetings. Three minutes will be allotted to each speaker.

Community Updates and High Reliability Schools

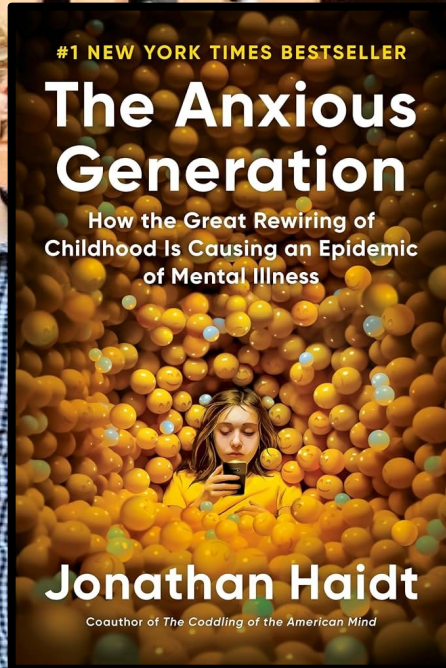
Branford BOE Communication Committee

November 19, 2025

Christopher Tranberg, Ph.D.



The Anxious Generation



Adolescent Mental Health Surge
—
Diminishing Unstructured Play
—
Smartphones and Social Media
—
Fostering Healthier
Environments



School-Level Policy Implications



Master Facilities Plan

Data and Analysis –
What other information
is needed?

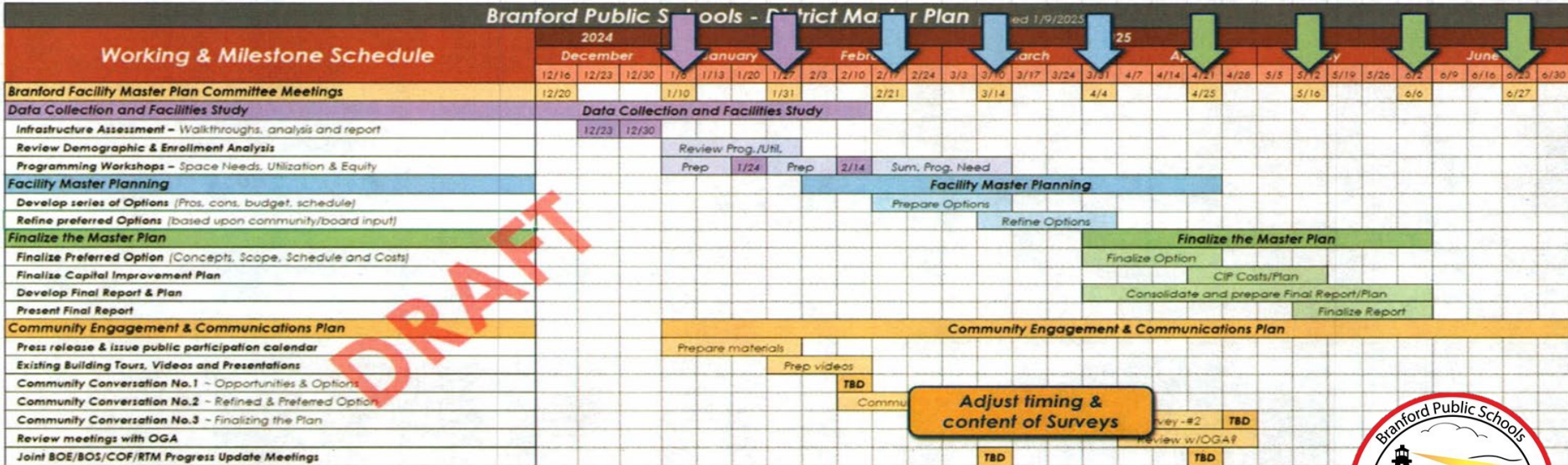
Options Review and
feedback/input

Decisions on priority
and preferred option

Select &
approve plan

Branford Public Schools - District Master Plan

Revised 1/9/2025



DRAFT

Adjust timing &
content of Surveys



Stay Connected to BPS

- Email Distribution Lists
- Scheduling Superintendent Appearances
- Website Optimization



Our Time

1. Explore the basic principles of High Reliability Schools (HRS).
2. Introduce all levels of HRS.
3. Review level 1 survey (safe, supportive, collaborative culture)



Guiding Principles

MISSION

The Branford Public School's community is committed to developing life-long learners who are capable and confident, who contribute to their community, and who succeed in a changing global society.

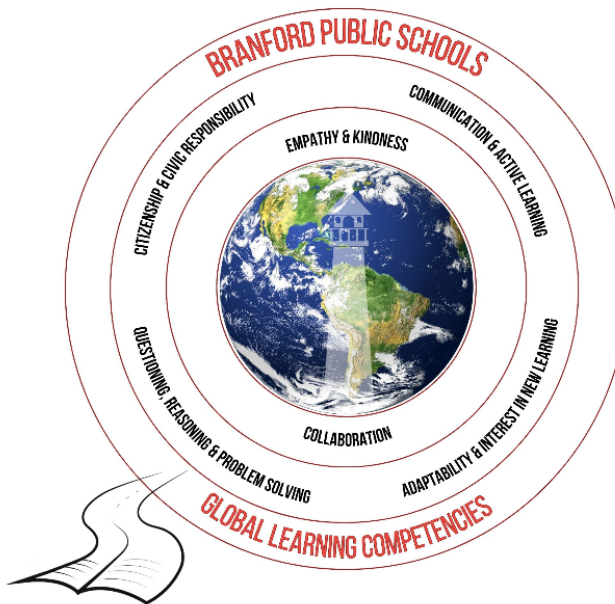
VISION

Learning Today, Leading Tomorrow

CORE VALUES

Growth Mindset
Continuous Improvement
Reflective Practice

GLOBAL LEARNING COMPETENCIES



Commonalities

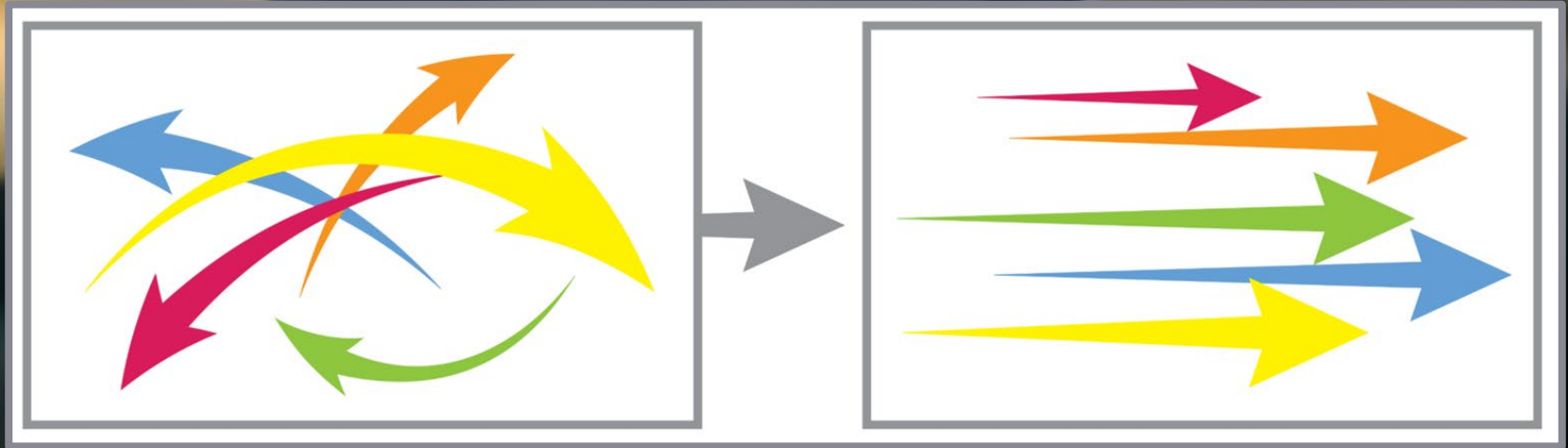


High Reliability Organizations

- Organizations that cannot tolerate high levels of failure
- Continually monitor for errors in critical factors of their operations
- Immediately take action to keep those errors from becoming system wide failures
- Recognize the interrelatedness of their systems of operation
- Have standard operating procedures defined - often written



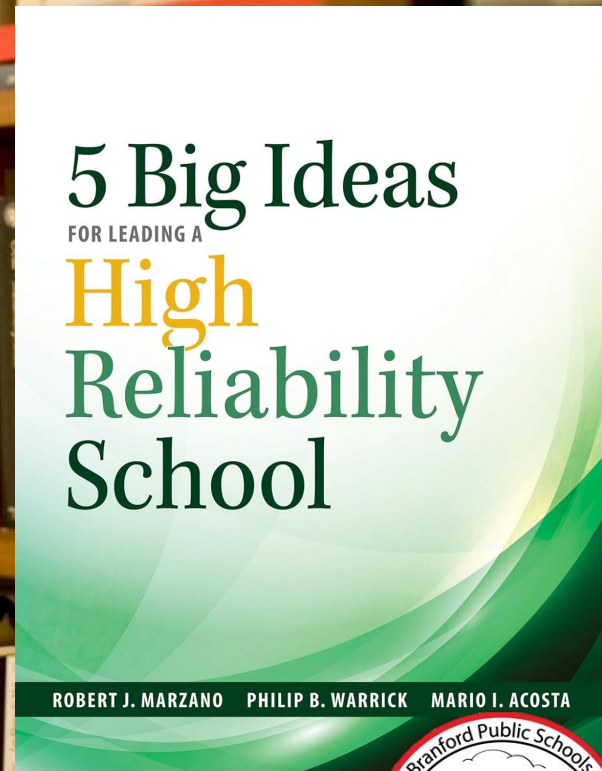
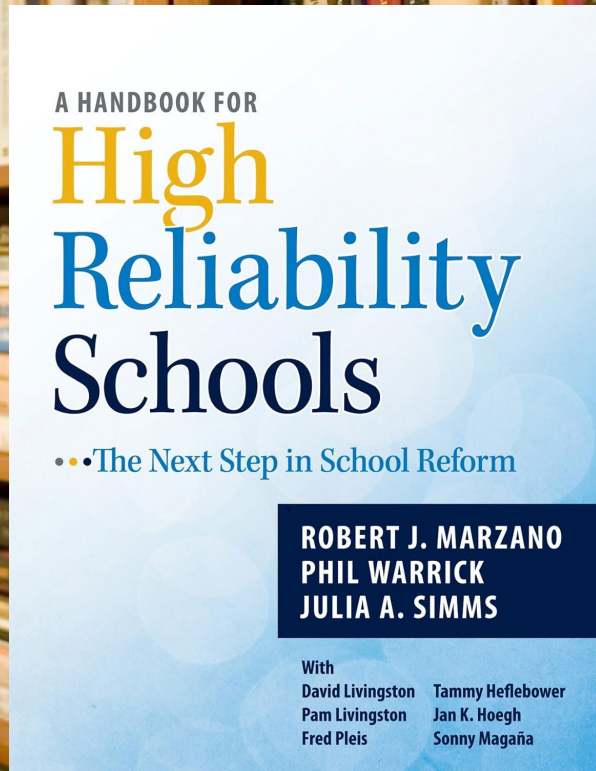
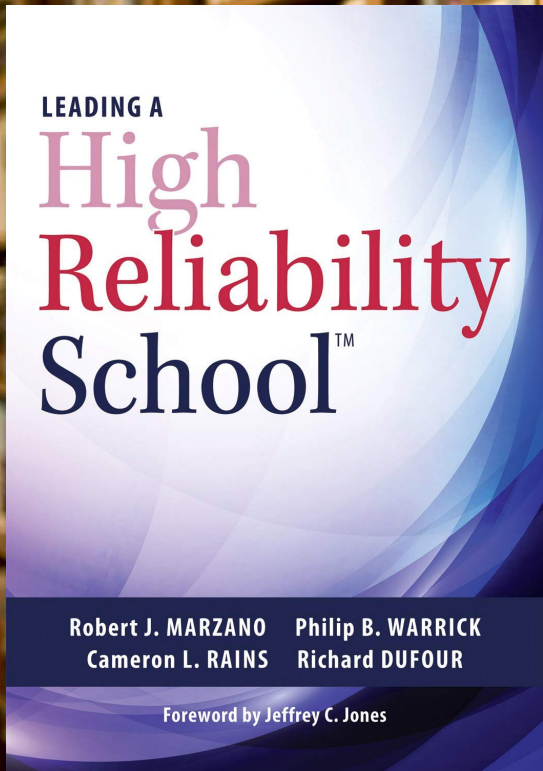
Random vs. Aligned Acts of Improvement



Era of Accountability

- Schools are expected to be HROs
- Schools are measured by their ability to:
 - Be safe and collaborative spaces
 - Create systems that help improve teaching and learning
 - Get as many students as possible over the bar set by standards





High Reliability Schools

- 1 Safe, Supportive, and Collaborative Culture
- 2 Effective Teaching in Every Classroom
- 3 Guaranteed and Viable Curriculum
- 4 Standards-Referenced Reporting
- 5 Competency-Based Education



Levels 1, 2, and 3

- Foundational for all schools
- Represent a hierarchy of priority
- Must be worked on simultaneously because they are interdependent



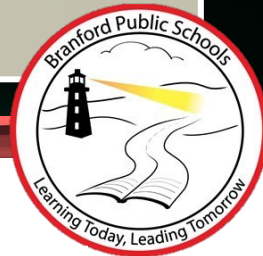
Levels 4 and 5

Standards Referenced Reporting

Using proficiency scales to measure student performance against a priority standard.

Competency Based Education

Matriculation based on learning



Chasing the Next Greatest Thing

El doctor...
frente a su mesa de la...
Platano que se comiera el...
el café, no había probado...
de que sonara el timbre...
Tenía el estómago y los...
destruía. Por si fuera...
do dándole al vodka más...
casa, digo que Nihilie lo...
Los chicos se habían...
había contado a nadie...
había mantenido en se...
naciones de hacerle. El...
mantener en secreto...
A las nueve en punto...
mobiliaria acompañada...
yor que también fuera...
propósito de su visita...
Hoppy. Nitchman lo...
parlamento de justicia...
El apretón de manos...
en hacer algún comen...
—Hoppy, ¿le importa...
ción en alguna otra...
su alrededor con un...
—Es por razones de...
—Uno nunca sabe...
—Dígale usted a mi...
—Dígale usted a mi...
captó la ironía. Podem...
estaba en condiciones...
Los cuatro hombres...
culado. Nitchman y Nap...
el asiento de atrás con...
toda naturalidad que...
del Fiscal General, un...
Cuanto más se acerca...
cargo. Finalmente Cris...
— 29



...preguntó...
Hoppy no quería molestar a nadie...
—respondió—. Ya siempre voto al candidato...
con ningún partido...
la vista hacia la ventanilla, como si la res...
trara de que fuera un buen republicano...
de contemplar el mar a través del cristal...
El señor Cristiano habría sido capaz de ha...
tarse la hoz y el martillo. Cualquiera...
y a Bush —añadió con orgullo—. Y a Ni...
—ligeramente y Hoppy respiró aliviado...
el coche continuaron viaje en silencio...
en un muelle cercano a Bay St. Louis, a...
lloxi. Hoppy siguió a Cristiano a lo largo de...
una llegada a un yate desocupado de dieciocho...
lado esperando junto al coche, fuera de su...
Hoppy —dijo Cristiano señalando un banco...
a en la cubierta...
ó. El barco se balanceaba ligeramente aun...
ante hasta que las cabezas de ambos queda...
—dijo Hoppy mientras acariciaba la tapi...
—No lleva ningún micrófono encima, ¿ver...
poró instintivamente, ofendido por la duda...
que no...
no, nunca sabe. Supongo que debería ca...
— 293 —



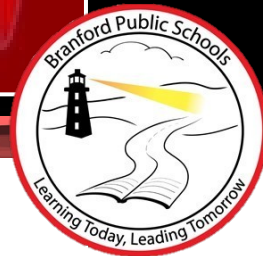
High Reliability Schools

1. Provides the framework for what schools should be thinking about.
2. Provides autonomy for schools to figure out how they would like to get the work done.
3. HRS is not another thing, it organizes the things that are in place.



Leading and Lagging Indicators

1. Leading indicators come first to create the conditions of best practice for school effectiveness.
1. Lagging indicators come after and provide the evidence that the leading indicators are in place.



Leading Indicators for Level 1

Safe, Supportive, and Collaborative Culture

- 1.1 The faculty and staff perceive the school environment as safe and orderly.
- 1.2 Students, parents and the community perceive the school environment as safe and orderly.
- 1.3 Teachers have formal roles in the decision-making process regarding school initiatives.
- 1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.



Leading Indicators for Level 1

Safe, Supportive, and Collaborative Culture

- 1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.
- 1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.
- 1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.
- 1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.



Teacher Voice



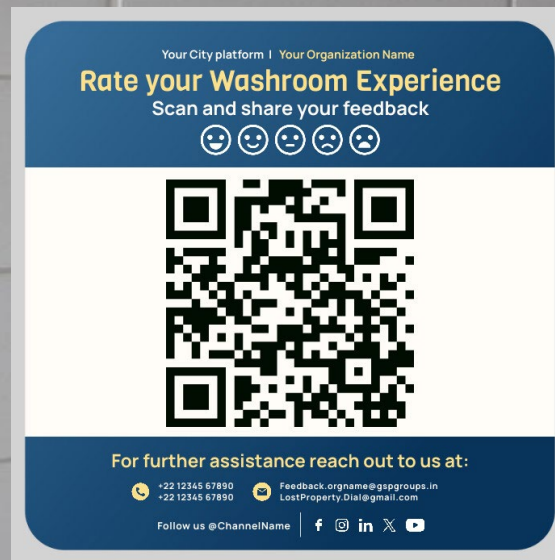
Quick Data

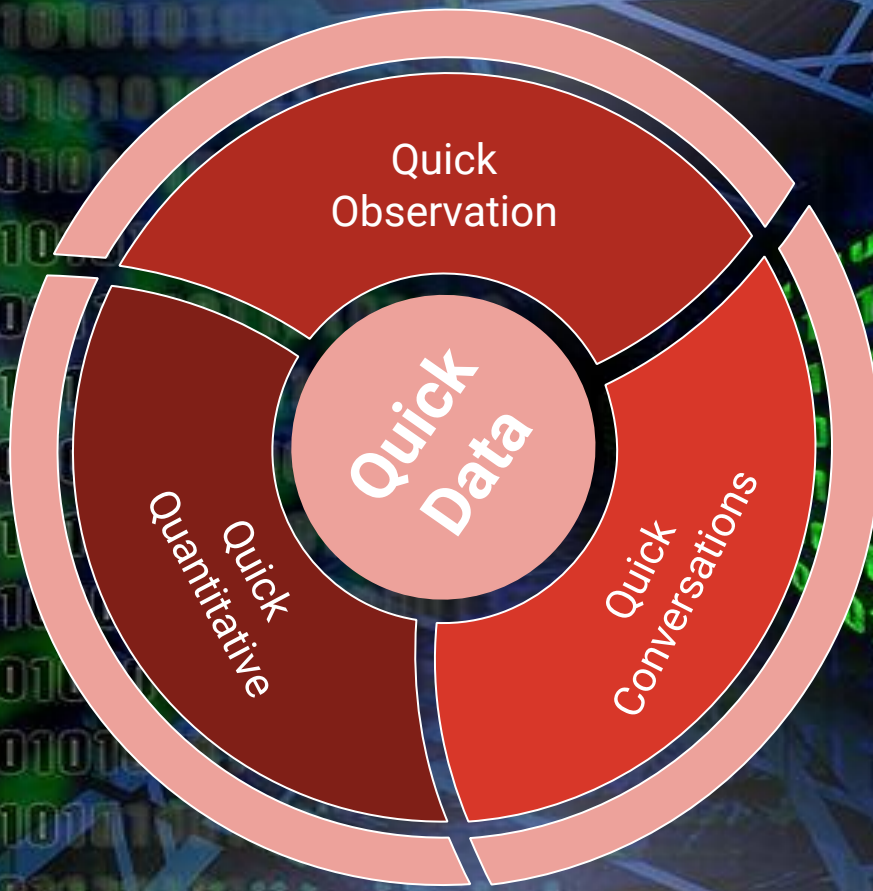
Using data, that do not take long to gather, (observations, brief informal conversations, existing reports) to take action in order to maintain a dynamic improvement process.

Marzano, Warrick, Rains & DuFour (2018)



Quick Data





Leader in Me



Student Leadership Portrait

1. Be Proactive
2. Begin with the End in Mind
3. Put First Things First
4. Think Win-Win
5. Seek First to Understand, Then to Be Understood
6. Synergize
7. Sharpen the Saw

