

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

**WEDNESDAY
6:00 PM
March 13, 2024**

**Walsh Intermediate School Cafeteria
185 Damascus Road, Branford CT**

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. Strategy Mapping (School Goals)
 - B. AP US History: New Textbook
 - C. K-4 Reading: Textbook Approval
- 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:

- 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.

3.13.2024

Memo

To:

Branford Board of Education
Teaching and Learning
Committee

From:

Allison K. Moran,
Assistant Superintendent of
Schools

Re:

Strategy Maps

CC:

Christopher Tranberg, Ph.D.,
Superintendent of Schools

Lauren Skultety, Elementary
Curriculum Coordinator

Katie Wagner, Secondary
Curriculum Coordinator

Maria Clark, Principal of John
Slincy School

Raeanne Reynolds, Principal
of Walsh Intermediate School

Lee Panagoulas, Principal of
Branford High School

Sharon Shirley, Social Studies
Teacher

Teaching and Learning Committee Meeting 3.13.24

Strategy Maps

The BPS administrative team has set school and department goals in keeping with the work of Isobel Stevenson and Jennie M. Weiner. This goal setting process is often referred to as strategy mapping. When creating a strategy map, we begin with the end in mind. That is, we begin with identifying what we want students to know and be able to do when we've accomplished our goal. From there, educators consider what teachers need to do and learn, what coaches or instructional leaders need to do and learn, and what principals need to do and learn in service of the student centered goal. Additionally, strategy maps articulate the ways in which central office leadership can support the work of the school or department. Often, this means allocating resources or supporting the professional development needs of administrators.

At our March Teaching and Learning Committee meeting, you will hear an overview of our goal setting process, which has been underway since the summer months. Dr. Maria Clark, principal of John B. Slincy School, will serve as a representative from the three elementary schools who are all working from the same strategy map. Dr. Clark, Ms. Reynolds (WIS Principal), and Mr. Panagoulas (BHS Principal) will provide a look into the goal setting process at their respective schools. They will share their theory of action (big picture idea of what work will lead to the result they want to achieve).

Advanced Placement US History: Textbook Approval

Sharon Shirley, BHS Social Studies Teacher, has identified the need to update the resource used in the AP US History class. Ms. Shirley completed a thorough process to vet possible textbooks and she included students in the

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process. In addition to Ms. Shirley, the textbook selection team consisted of the following educators:

- Katie Wagner, 5-12 Curriculum Coordinator
- Jim Carlson, Social Studies Instructional Coach
- Grace Grammatico, 11th grade student, former APUSH student
- Dylan Hall, 10th grade student, current APUSH student

The completed Textbook Approval form is included in the link below along with a preview of the textbook provided by the publisher. At our March Teaching and Learning Committee meeting, you will hear from Ms. Shirley about the need for a new resource and her selection process. We seek the Board's approval to move forward with the adoption of the second edition of Fabric of A Nation: A History with Skills and Sources.

[APUSH New Textbook Approval Form](#)
[Special Preview from Period 2 1607 – 1754.pdf](#)

Elementary Reading: Textbook Approval

In June 2021, the Connecticut legislature approved the “Right to Read” legislation, which required the state to provide a list of approved reading programs. Local school districts were required to either select a reading program from the state approved list, or submit a waiver. Branford Public Schools committed to selecting a reading program because our data indicated that Tier One reading instruction was not adequately meeting the needs of all students. A change was needed.

Teachers, coaches, and administrators reviewed the state approved programs and selected two to bring into a pilot phase. The first of two programs was piloted in the spring of 2023; teacher and student feedback did not indicate this to be a viable option. Therefore, the second of two programs was piloted in the fall. The pilot of HMH Into Reading began with a selection of K-4 teachers in September and was expanded to include all K-4 teachers in October.

We have thoroughly evaluated the program during the full scale pilot and found some strengths and weaknesses. Literacy coaches and administrators have conducted learning walks, gathered teacher feedback, surveyed students in Kindergarten to grade 4, and analyzed student performance data. At this time, we recommend moving forward with the adoption of the HMH Into Reading Program with the understanding that no boxed curriculum will meet the needs of all students. We will continue to make improvements and motivations to our reading curriculum, using HMH Into Reading as a primary resource.

I must emphasize to the Board and larger community that no program will cure reading difficulties in any school district. Teacher efficacy has a far stronger impact on student achievement than a given curriculum or resource. This is supported by multiple sources of research including John Hattie, Professor of Education and Director of the Visible Learning Labs, University of Auckland, New Zealand. Therefore, we will continue to invest in teacher learning and will lean into teacher expertise when developing a strong curriculum around HMH Into Reading. We envision a reading curriculum that embodies our Definition of Deep Learning; it will include student voice and choice, inquiry, instill a passion for reading and learning, and will be differentiated to meet the needs of our diverse learners.

We seek the Board's approval to move forward with the adoption of HMH Into Reading as a primary resource for our reading and writing curriculum.

[Reading Textbook Approval Form](#)
[Digital Sample of HMH Into Reading](#)