

Madison Public Schools Board of Education Regular Meeting

Tuesday, September 20, 2022 7:30 PM

Town Campus Hammonasset Room/Zoom, 10 Campus Drive, Madison, CT 06443

I. Call to Order / Attendance

I.A. Pledge of Allegiance

II. School / Community Session

II.A. Public Participation

III. Presentation - Academic Results, Scholastic Aptitude Test, Advanced Placement Test, Smarter Balanced Assessment **Speaker(s):** Craig A. Cooke, Ph.D.

IV. Board Members' Comments

V. Audience Response to Information Presented (Ref. Bylaw #9540.10)

VI. Discussion of Revised CIP Plan

VII. Action Item: Motion to approve the revised CIP Plan dated September 20, 2022

VIII. Old Business

IX. Future Agenda Items

X. Meetings / Dates of Importance (see attached)

XI. Adjournment


XII. The Town of Madison does not discriminate on the basis of disability, and the meeting facilities are ADA accessible. Individuals who need assistance are invited to make their needs known by contacting the Town ADA/Human Resources Director, Debra Ferrante, at 203-245-6310 or by email at ferranted@madisonct.org at least five (5) business days prior to the meeting.



Academic Report for School Year 2021-2022

September 20, 2022

Madison Board of Education



Organization of Workshop:



- ❖ District Level Summary
 - ❖ School Level Summary
 - ❖ Questions/Comments

Participation Rate History for ALL & High Needs Students by Building

		2018		2019		2021		2022	
		ALL Students	High Needs Students	ALL Students	High Needs Students	ALL Students	High Needs Students	ALL Students	High Needs Students
DHHS	CT SAT DAY	97.40%	86.5%	99.6%	97.6%	93%	72%	98.2%	97.8%
	NGSS (GR 11)			99.6%	97.6%	91.3%	83.3%	96.3%	97.3%
Polson	SBA-ELA	77.7%	77.50%	83.1%	89.3%	96.9%	93.8%	98.0%	96.0%
	SBA-MATH	77.4%	76.10%	82.7%	88.0%	96.4%	90.7%	98.0%	96.0%
	NGSS (GR 8)			74.5%	85.4%	94.1%	77.8%	97.4%	97.1%
Brown	SBA-ELA	93.2%	92.10%	93.3%	85.1%	98.4%	96.7%	99%	97.1%
	SBA-MATH	92.9%	92.10%	92.8%	85.1%	98.4%	96.7%	99%	97.1%
	NGSS (GR 5)			93.7%	91.9%	100.0%	100.0%	98.8%	94.1%
Ryerson	SBA-ELA	95.1%	76.5%	96.2%	91.7%	98.6%	94.4%	100%	100%
	SBA-MATH	95.1%	76.5%	96.2%	91.7%	98.6%	94.4%	100%	100%
Jeffrey	SBA-ELA	98.7%	100%	99.3%	100%	98.9%	100.0%	99%	100%
	SBA-MATH	98.7%	100%	99.3%	100%	98.9%	100.0%	99%	100%

LAS LINKS ACCOUNTABILITY INDEX SCORE HISTORY

39 Students - 100% participation - 28/39 from last administration

2e and 2f Accountability Indicators based on **Percent of Target Achieved**

2018-2019 Accountability Report Results

	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
2e. Progress Toward English Proficiency - Literacy	69.70%	100%	34.9	50	69.70%	0.6
2f. Progress Toward English Proficiency - Oral	50.50%	100%	25.3	50	50.50%	52.10%

2019-2020 Accountability Report Results

	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
2e. Progress Toward English Proficiency - Literacy	81.8%	100%	40.9	50	81.8%	60.40%
2f. Progress Toward English Proficiency - Oral	87.3%	100%	43.7	50	87.3%	57.60%

2020-2021 Accountability Result PREDICTIONS

	Index/Rate	Target	Points Eamed	Max Points	% Points Earned	State Average % Points Earned
2e. Progress Toward English Proficiency - Literacy	77.0%	100%	38.5	50	77.0%	TBD
2f. Progress Toward English Proficiency - Oral	64.4%	100%	32.2	50	64.4%	TBD

2021-2022 Accountability Result RESULTS

	Index/Rate	Target	Points Eamed	Max Points	% Points Earned	State Average % Points Earned
2e. Progress Toward English Proficiency - Literacy	68.2%	100%	34.1	50	68.2%	TBD
2f. Progress Toward English Proficiency - Oral	82.7%	100%	41.35	50	82.7%	TBD



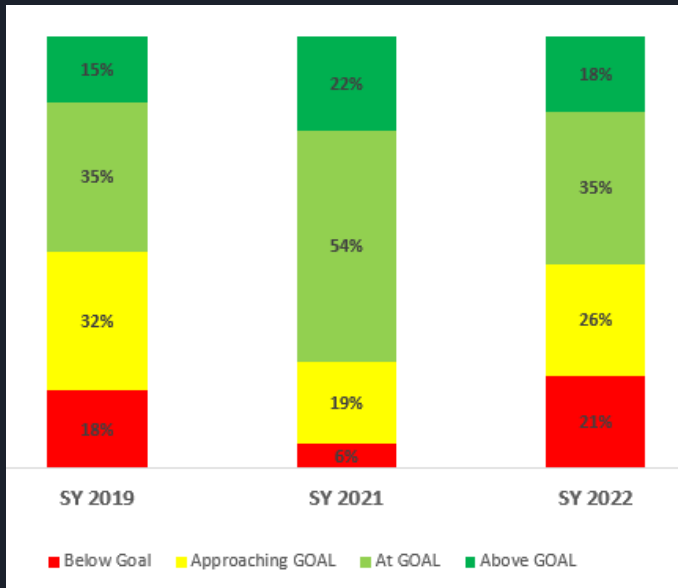
Daniel Hand High School Results

Daniel Hand High School

Grade 11

NGSS Summative Assessment

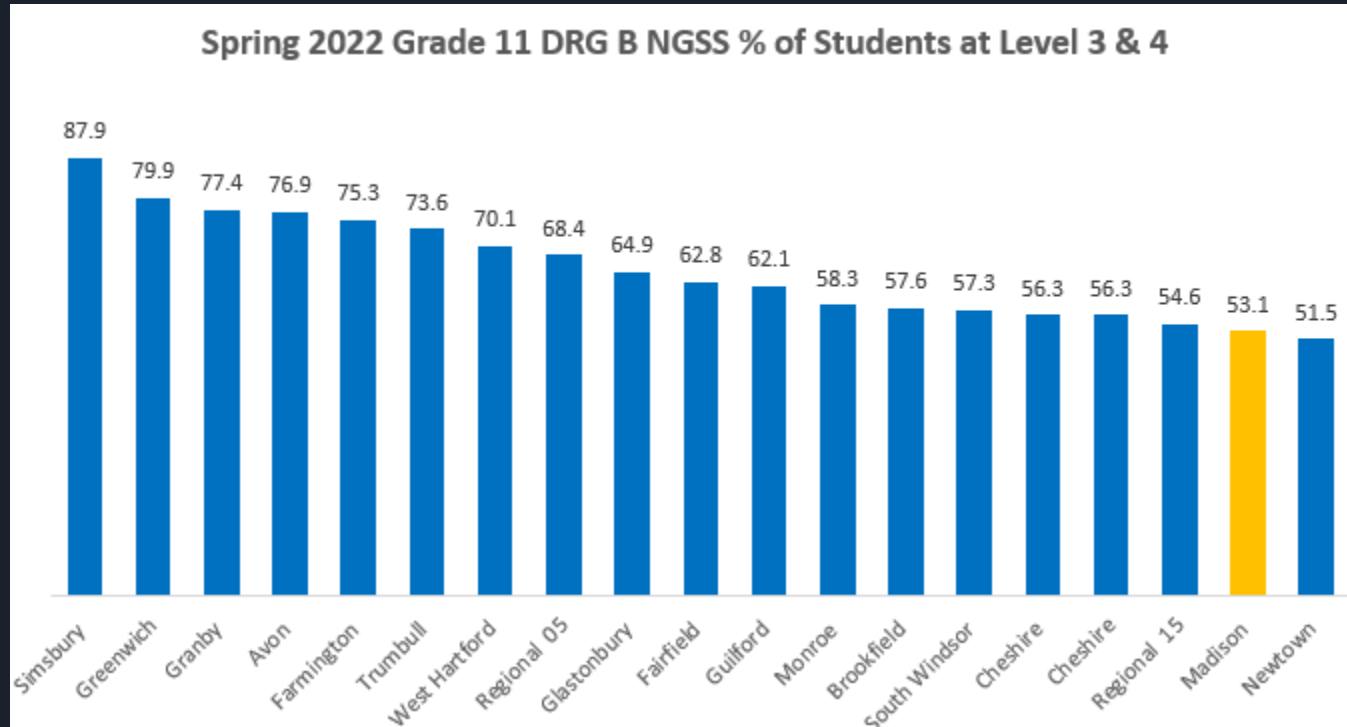
Results Comparison 2019-2021-2022



2019 % at/above GOAL	2021 % at/above GOAL	2022 % at/above GOAL
50%	75%	53%

NGSS DRG B Ranking: SCIENCE Grade 11

by % of students at level 3 & 4



DANIEL HAND HIGH SCHOOL - NGSS

Findings

NGSS has 3 Bands

- Earth/Space Science → 27% proficient
- Life Science → 30% proficient
- Physical Science → 29% proficient

Impact of remote learning

- In 2019-2020, 4 of the 6 Biology courses, which are taken in freshman year, ended in trimester 3 and only experienced fully remote instruction.

Time on test

- Average length of time decreased
 - 2021 → 63 minutes
 - 2022 → 54 minutes

Plan

- Incorporate Earth Science concepts in Biology courses
- Interim Assessment Block
 - Each science course will administer at least one IAB
- Encourage students to maximize time allotted to complete the NGSS assessment
- Revisit test administration
 - In 2021 only juniors were in the building to take the assessment
 - Discuss change in test location
- Discuss ways to recognize/celebrate student performance

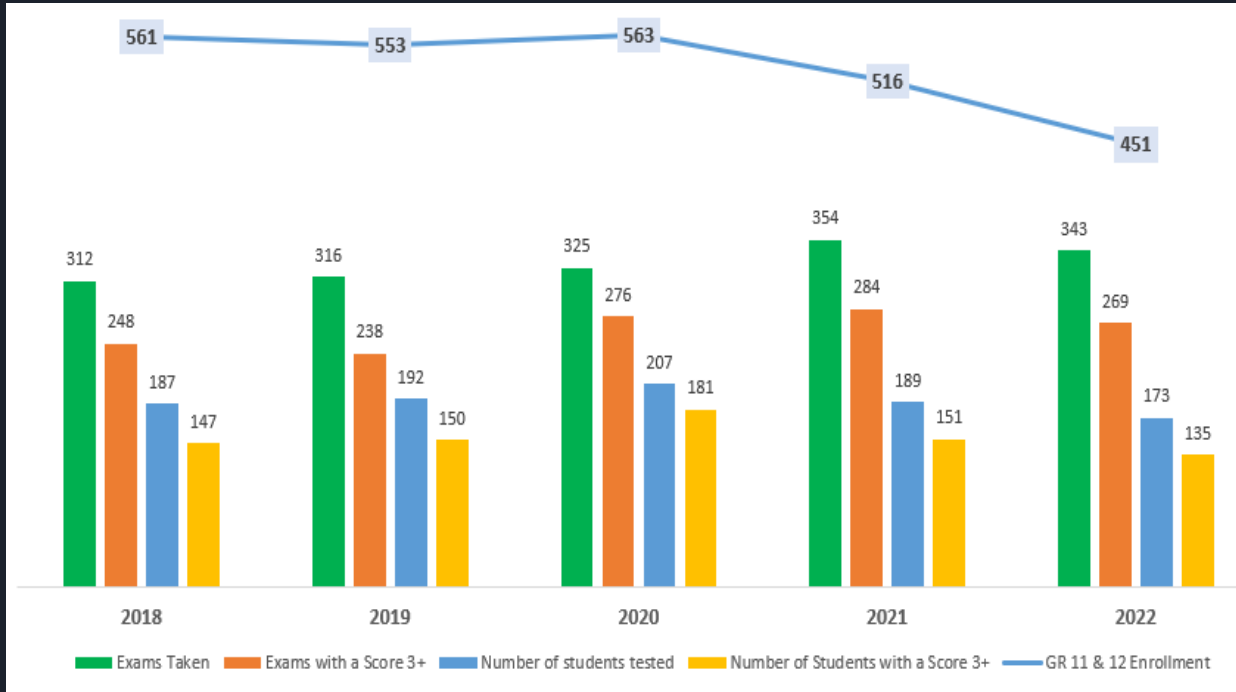
215 students in the Class of 2023

Daniel Hand High School

Grades 11-12



2018-2022 AP Exam Participation & Score Detail



ANALYSIS

DHHS AP goals moving forward

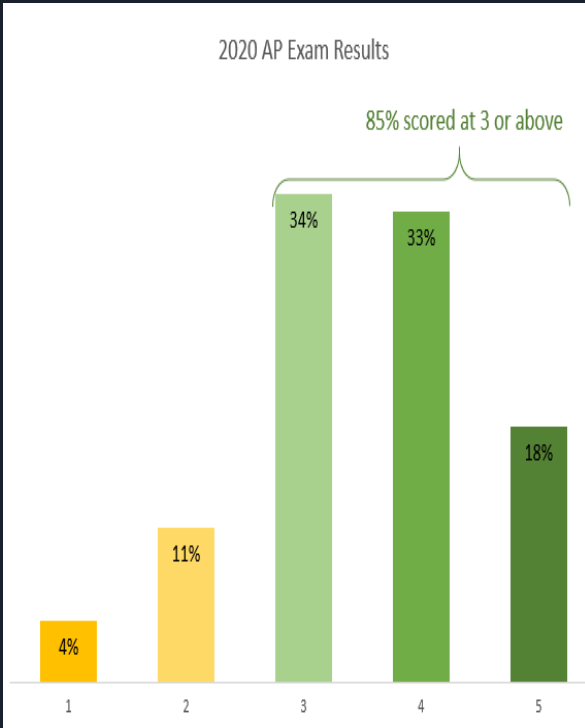
- ❖ Encourage increase student participation in AP classes and testing
- ❖ Phase II of AP Test Preparation
- ❖ AP Classroom-encourage use of materials in Phase II plan

TRENDS in AP SCORES



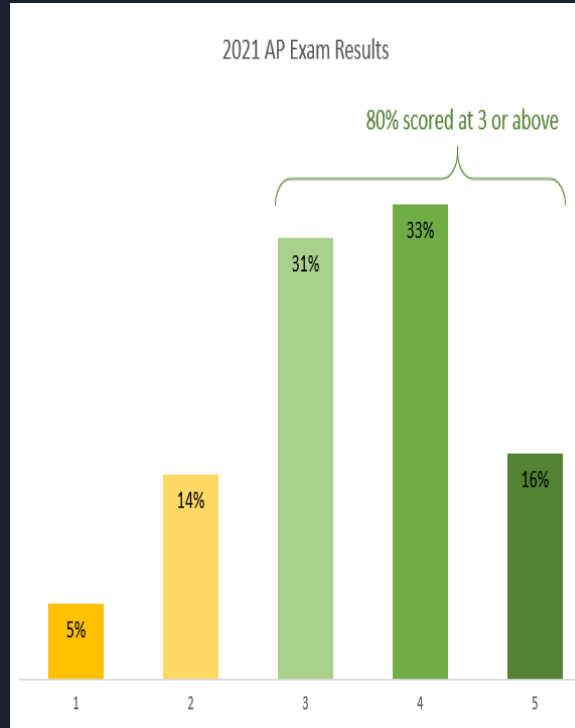
2020 AP Exam Results

85% scored at 3 or above



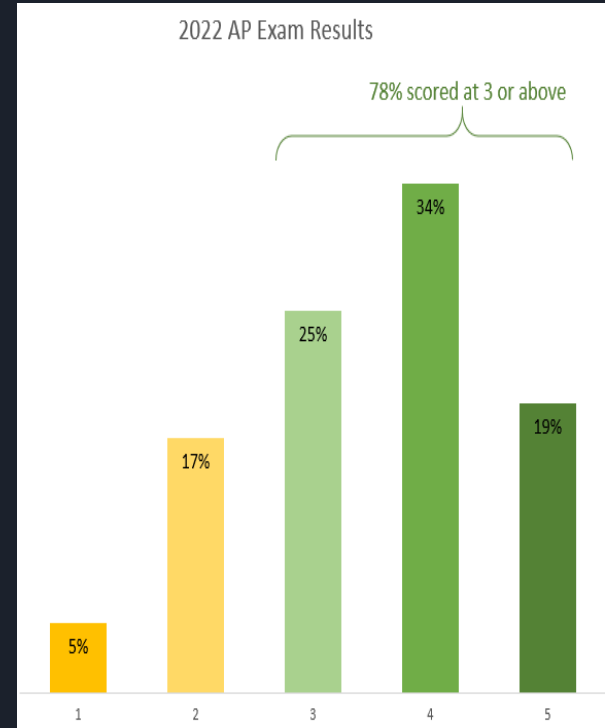
2021 AP Exam Results

80% scored at 3 or above



2022 AP Exam Results

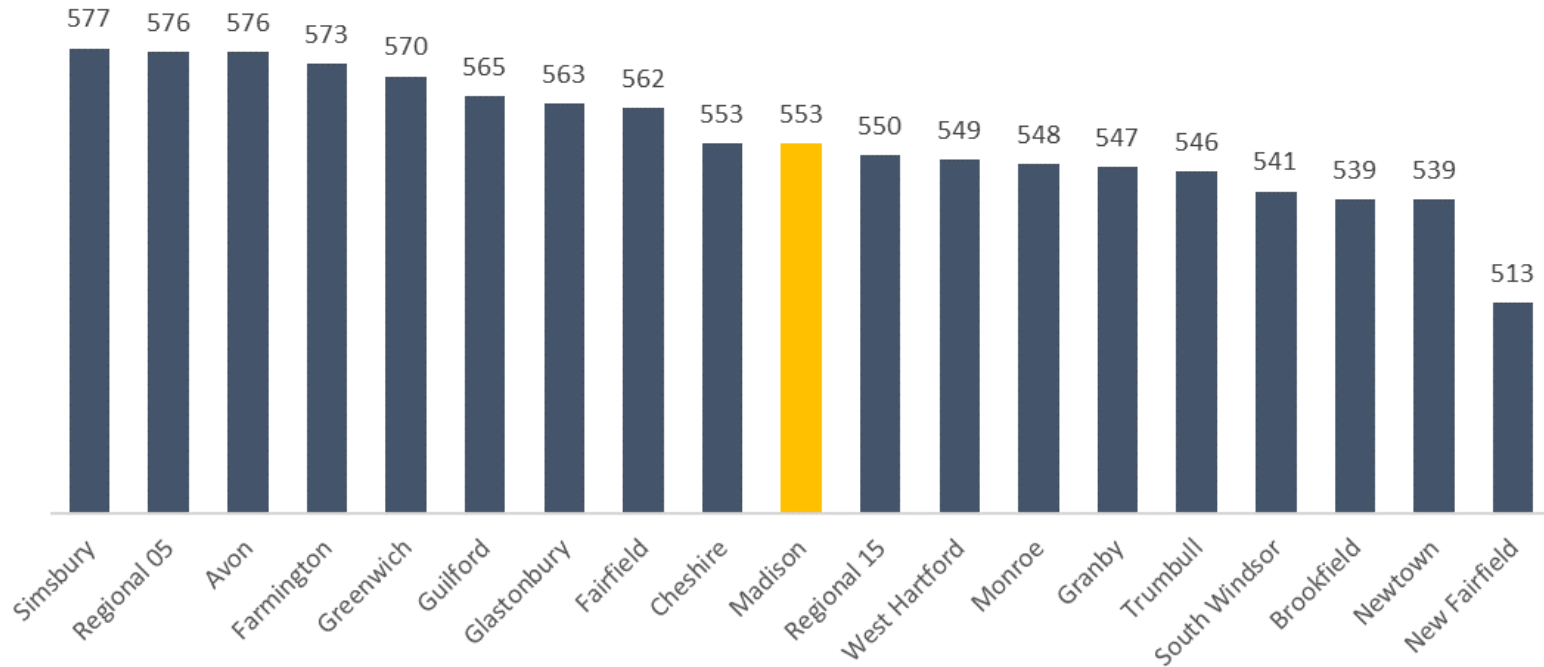
78% scored at 3 or above



CT SAT DAY DRG B Ranking: English Language Arts

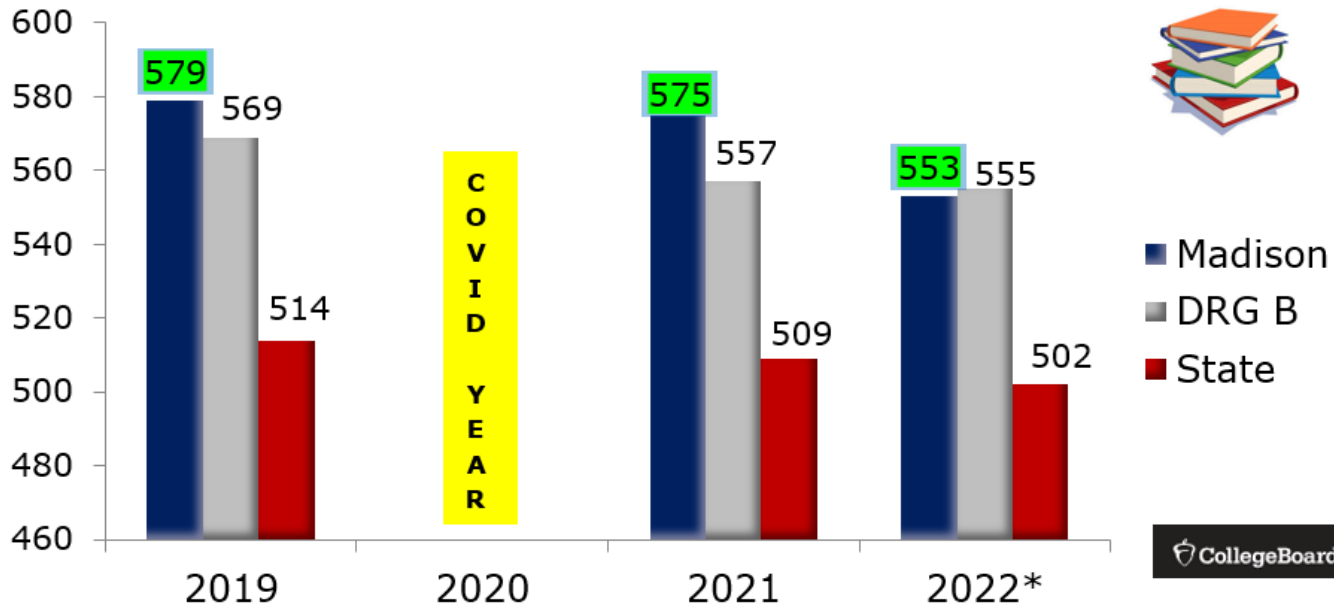
by district average score

DRG B SAT ELA District Average Score





Spring 2019-2021-2022 CT SAT Day English Language Arts Average Score Comparison for Madison, DRG B and the State of CT

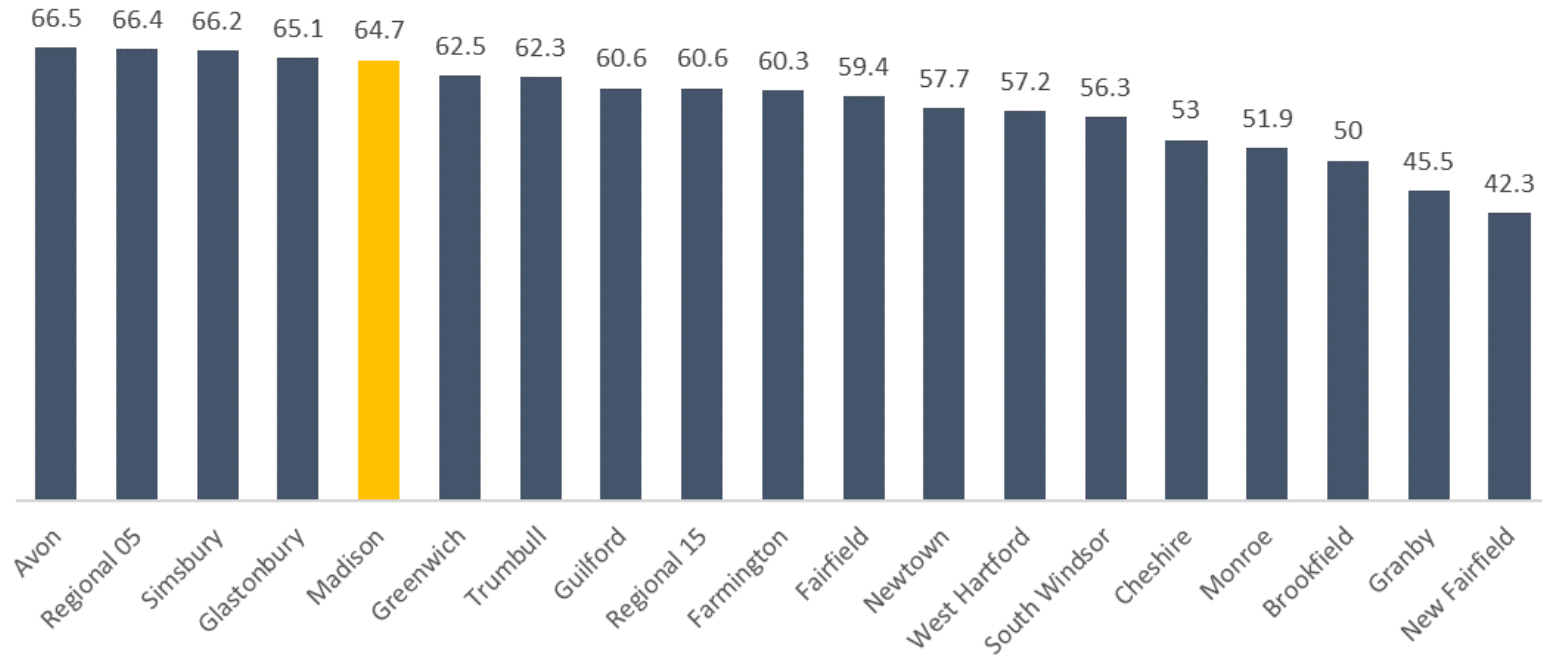


- 2019 Data from Scores reported in CSDE EdSight-Public site
- 2021 results are from CSDE district data file disaggregated into 3 different learning models. Not all test takers scores represented, as State suppressed student scores for learning models with less than 20 students.
- 2022 Data from Scores reported in CSDE EdSight public website*

CT SAT DAY DRG B Ranking: Mathematics

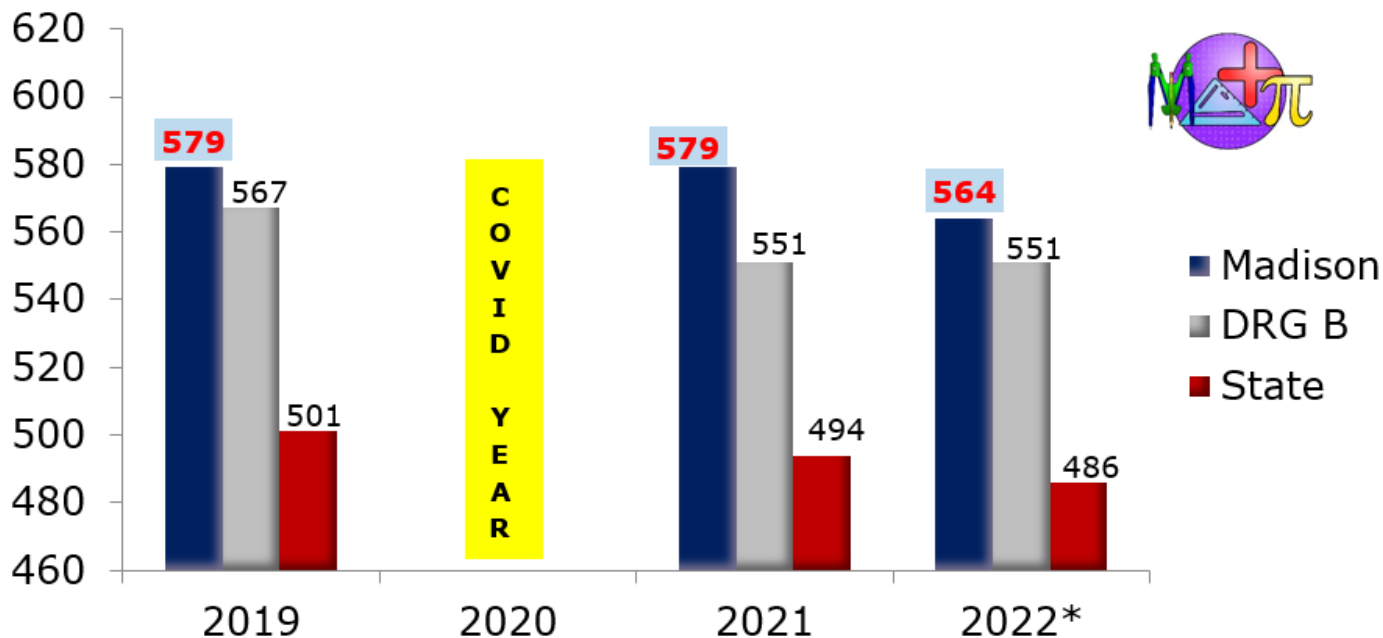
by % of students at level 3 & 4

DRG B SAT Math % of Students at Level 3 & 4






Spring 2019-2021-2022 CT SAT Day **Mathematics** Average Score Comparison for Madison, DRG B and the State of CT



- 2019 Data from Scores reported in CSDE EdSight-public website
- 2021 results are from CSDE district data file disaggregated into 3 different learning models. Not all test takers scores represented, as State suppressed student scores for learning models with less than 20 students.
- 2022 Data from Scores reported in EdSight-public website*



Daniel Hand High School

215 students in the Class of 2023

SAT ELA Targeted Areas for Growth

SAT MATH Targeted Areas for Growth

Priority focus for English Language Arts and Mathematics in grades 9, 10, and 11

Test-taking strategies & test question exposure

English Language Arts-priority foci will be on strategies for sustained reading passages, as well as content-specific instruction in regards to the Words in Context SAT strand.

Mathematics-core math courses (Algebra I, Geometry, and Algebra II) and Precalculus courses will incorporate practice and instruction to increase familiarity with SAT-style questions, demonstrate multiple approaches to problems, and provide access to spiraled content.

Summer 2022 Projects

- Math and English coordinators created resources for the start of the 2022-2023 school year.
- Math and English coordinators gathered materials from various questions examples from the SAT, PSAT NMSQT/PSAT 10, and PSAT 8/9.

School Year 2022-23 Initiatives

- English and Mathematics Program Coordinators will work with their respective instructional coaches to create materials for grades 9-11.
- Teachers will provide weekly SAT prompts/questions to students. The focus is on content, as well as test taking strategies and SAT question exposure.
- Teachers, instructional coaches, and program coordinators will develop materials in professional learning communities and during department meeting time.
- Teachers will use collaborative/PLC time to discuss instructional approaches, share student data, and examine trends with regard to content that is more difficult for students.



District Smarter Balanced Results

SY 2022

Overall Performance on SBA by Subject & Grade - *Percentage at Level 3 or Above*

English Language Arts

	2018-2019	2020-2021	2021-2022*	Growth Between 21 & 22
Grade 3	82%	70%	78%	+8%
Grade 4	74%	78%	75%	-3%
Grade 5	69%	75%	83%	+8%
Grade 6	70%	70%	75%	+5%
Grade 7	66%	70%	71%	+1%
Grade 8	55%	77%	62%	-15%

Mathematics

	2018-2019	2020-2021	2021-2022*	Growth Between 21 & 22
Grade 3	84%	68%	79%	+11%
Grade 4	74%	72%	68%	-4%
Grade 5	61%	61%	71%	+10%
Grade 6	64%	70%	81%	+11%
Grade 7	68%	72%	71%	-1%
Grade 8	52%	72%	62%	-10%

SBA by Subject & Grade - *Percentage at Level 3 or Above: Last typical administration*

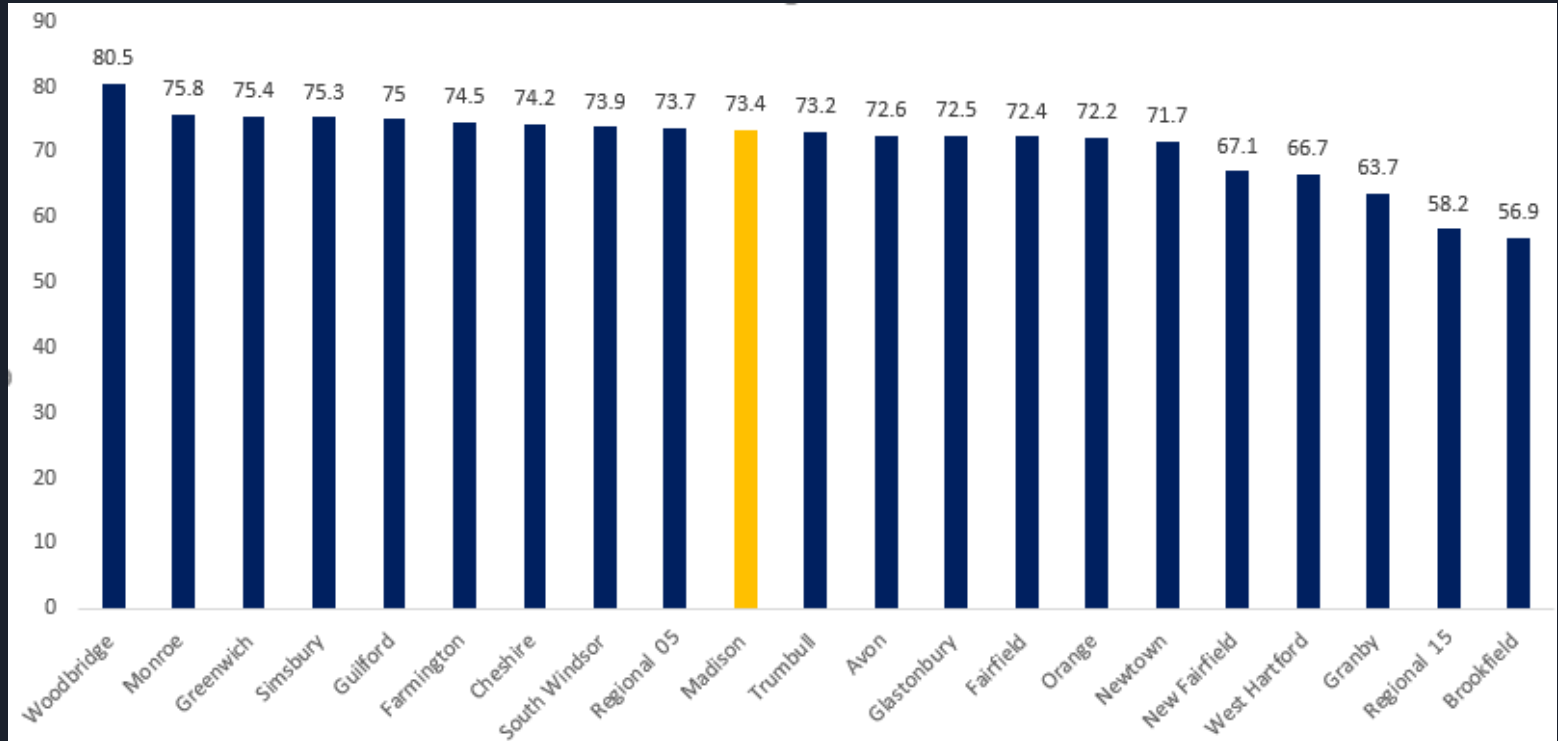
English Language Arts

	2018-2019	2020-2021	2021-2022*	Growth Between 19 to 22
Grade 3	82%	70%	78%	-4%
Grade 4	74%	78%	75%	+1%
Grade 5	69%	75%	83%	+14%
Grade 6	70%	70%	75%	+5%
Grade 7	66%	70%	71%	+5%
Grade 8	55%	77%	62%	+7%

Mathematics

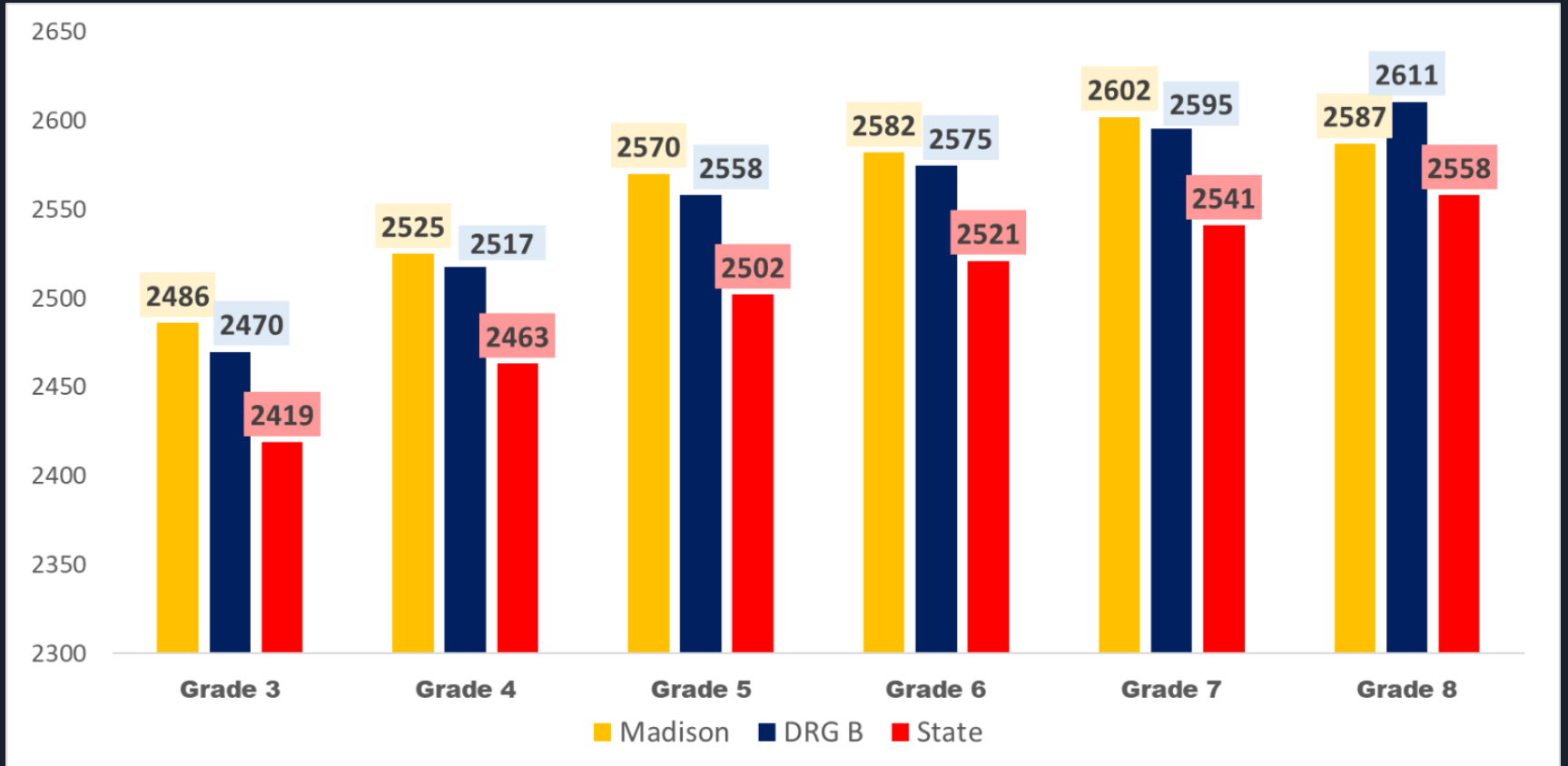
	2018-2019	2020-2021	2021-2022*	Growth Between 19 to 22
Grade 3	84%	68%	79%	-5%
Grade 4	74%	72%	68%	-6%
Grade 5	61%	61%	71%	+10%
Grade 6	64%	70%	81%	+17%
Grade 7	68%	72%	71%	+3%
Grade 8	52%	72%	62%	+10%

ALL GRADES COMBINED - Spring 2022 SBA ELA (3-8) DRG B District Average Students at or above GOAL

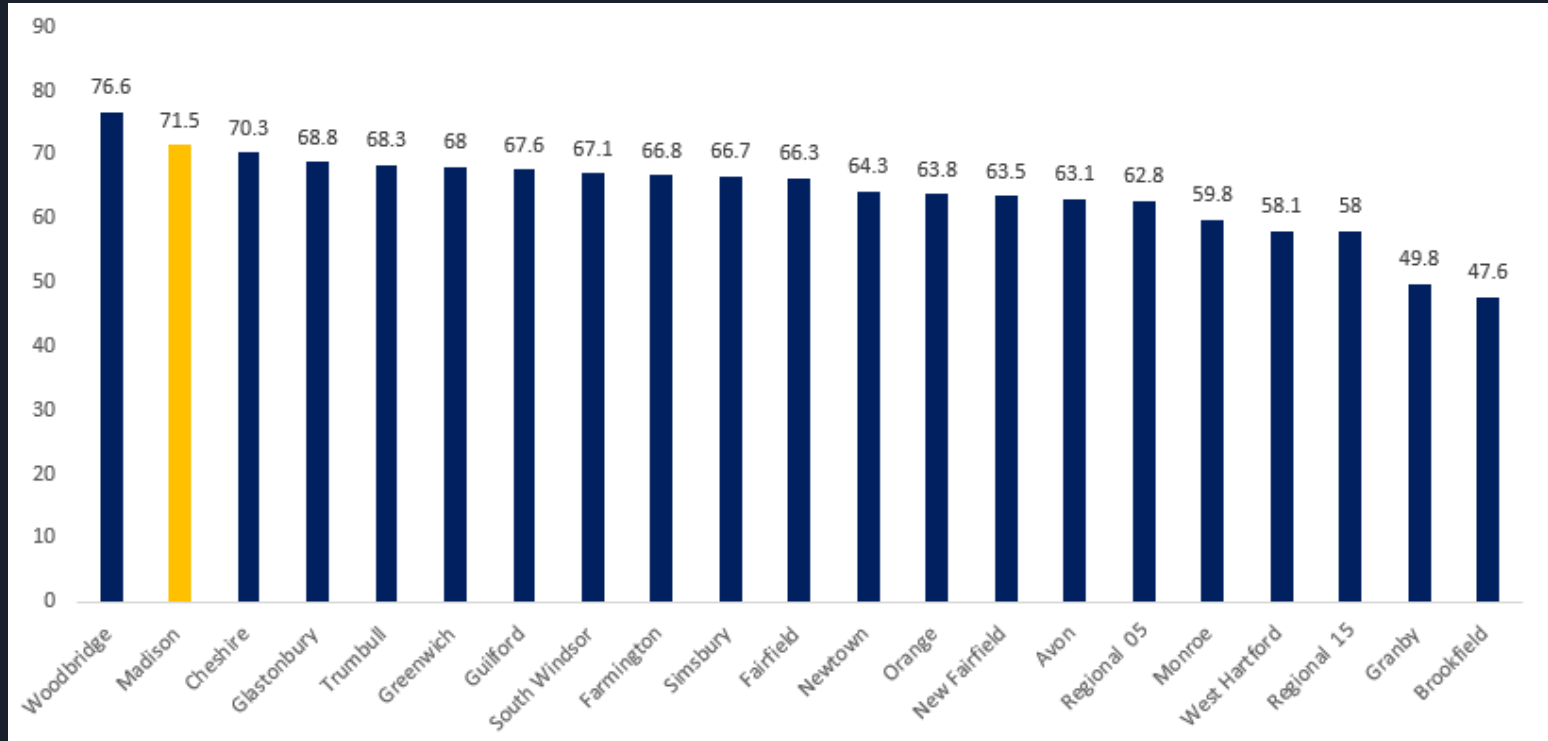


Spring 2022 SBA English Language Arts Vertical Scores Averages

Madison, DRG B & State of CT

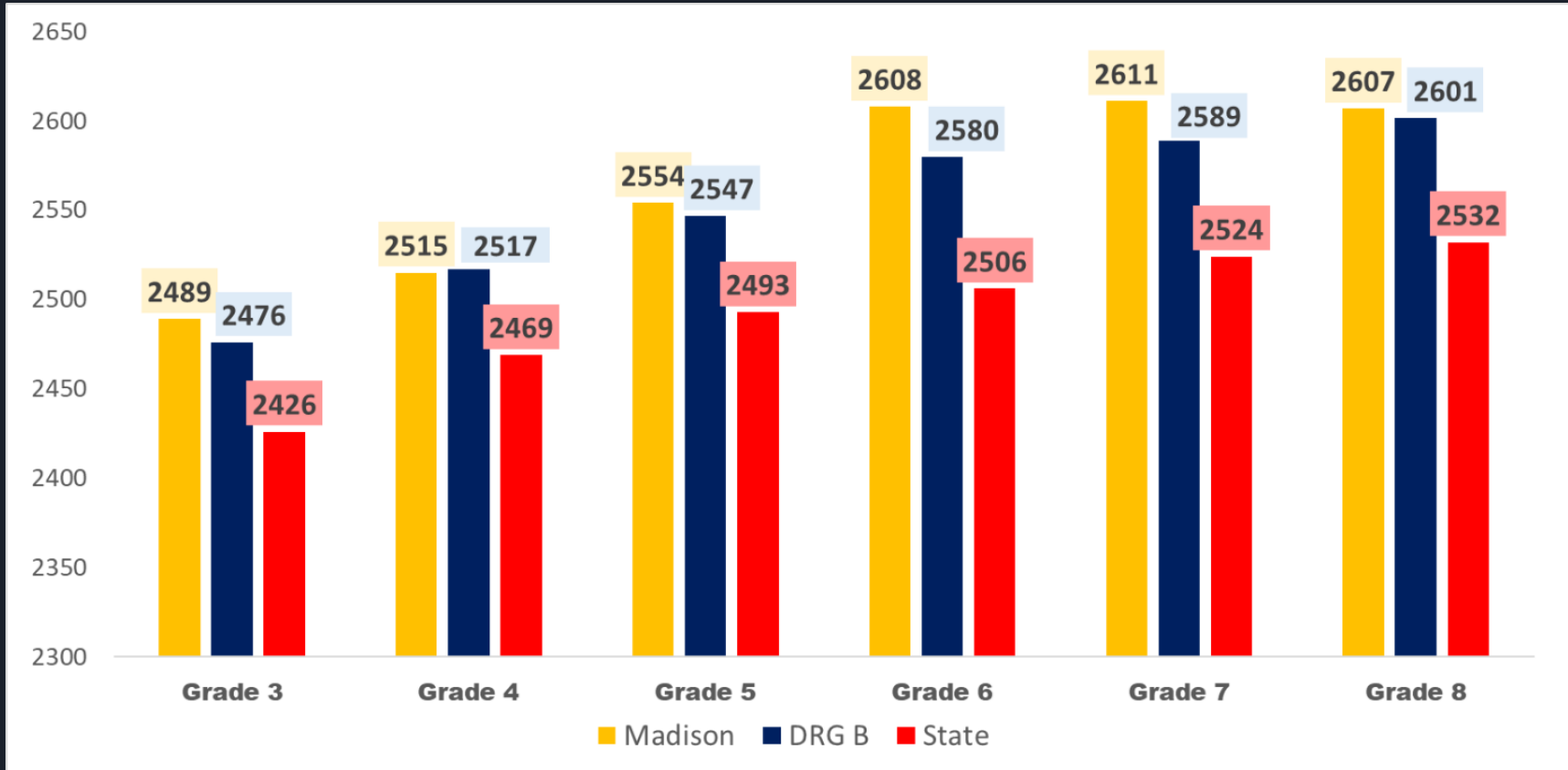


ALL GRADES COMBINED - Spring 2022 SBA MATH (3-8) DRG B District Average



Spring 2022 SBA **Mathematics** Vertical Scores Averages

Madison, DRG B & State of CT



Overall District Performance on SBA by Cohort



English Language Arts

Mathematics

	2014-15	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22
3	77%	83%	69%	63%	82%	70%	78%
4	81%	81%	79%	72%	74%	78%	75%
5	75%	72%	77%	72%	69%	75%	83%
6	74%	68%	65%	68%	70%	70%	75%
7	80%	63%	65%	61%	66%	70%	71%
8	71%	66%	50%	58%	55%	77%	62%
All	75%	71%	67%	66%	69%	73%	74%

	2014-15	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22
3	77%	86%	76%	68%	84%	68%	79%
4	80%	75%	80%	73%	74%	72%	68%
5	57%	64%	66%	69%	61%	61%	71%
6	43%	45%	45%	57%	64%	70%	81%
7	62%	58%	62%	62%	68%	72%	71%
8	61%	60%	50%	62%	52%	72%	62%
All	76%	63%	63%	65%	67%	70%	71%

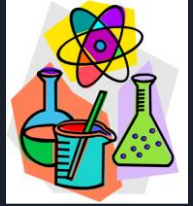
*2020-2021 - scores not public



Walter C. Polson
Middle School

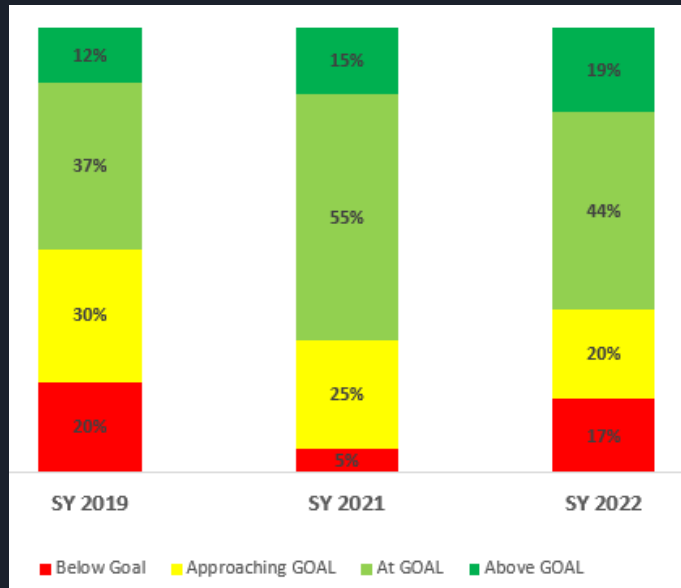
Polson Middle School

Grade 8



NGSS Summative Assessment Results Comparison 2019-2021-2022

**WP
MS**

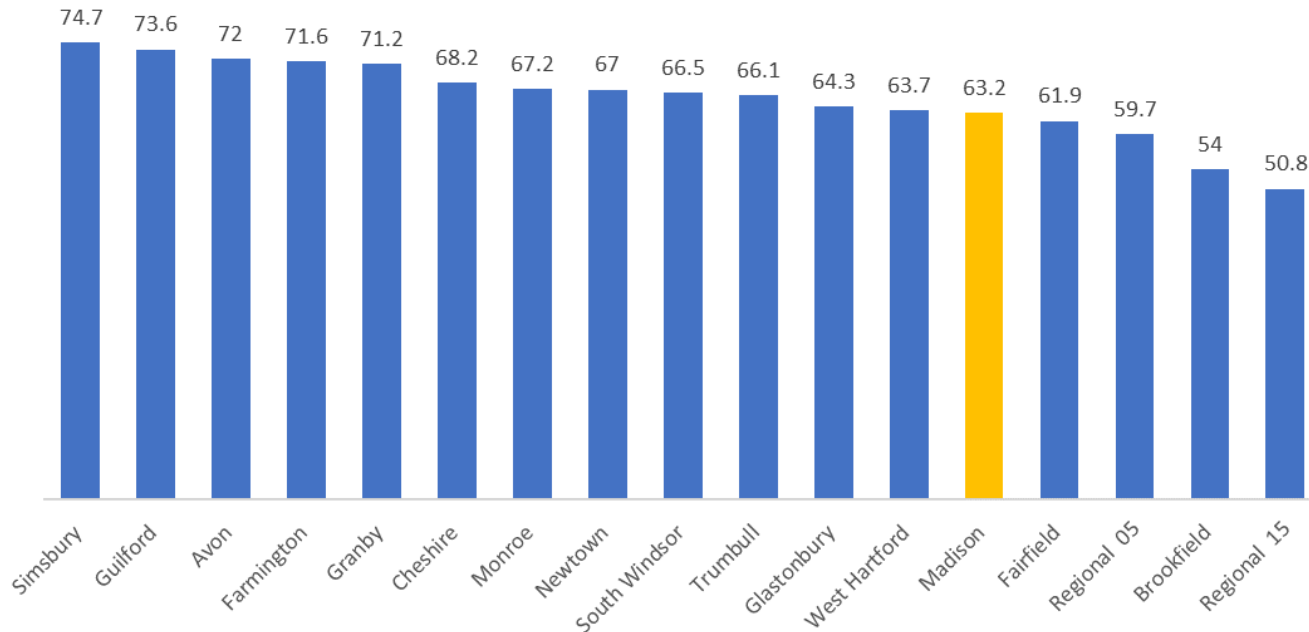


2019 % at/above GOAL	2021 % at/above GOAL	2022 % at/above GOAL
50%	70%	63%

NGSS DRG B Ranking: SCIENCE Grade 8

by % of students at level 3 & 4

Spring 2022 Grade 8 DRG B NGSS % of Students at Level 3 & 4

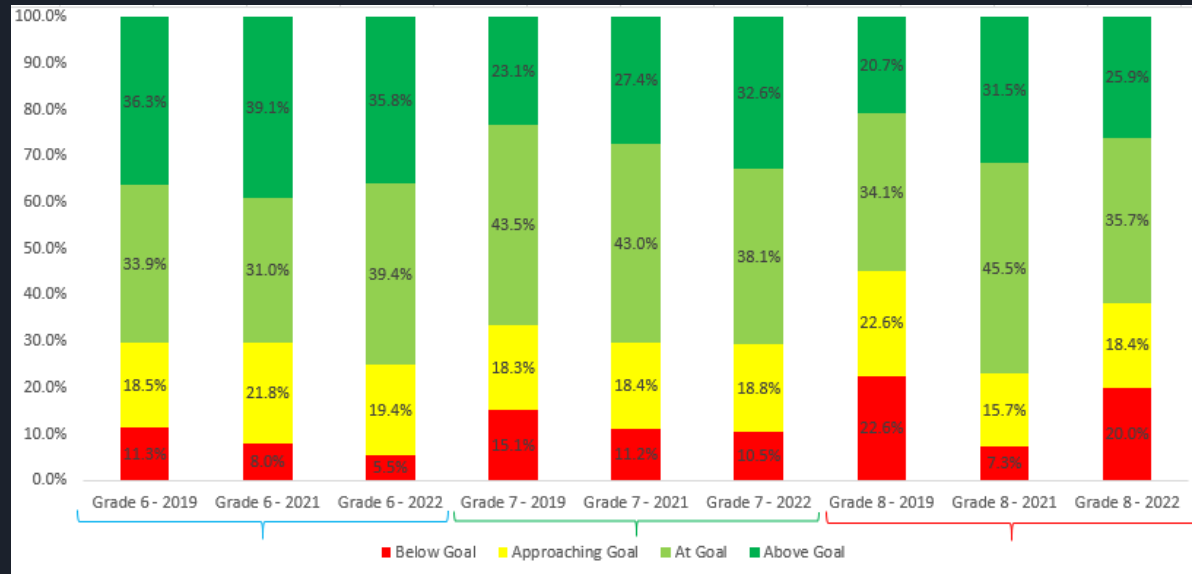


Polson Middle School



Grades 6-8 Performance Distribution

for 2019-2021-2022 Administration's SBA **ELA** Assessment

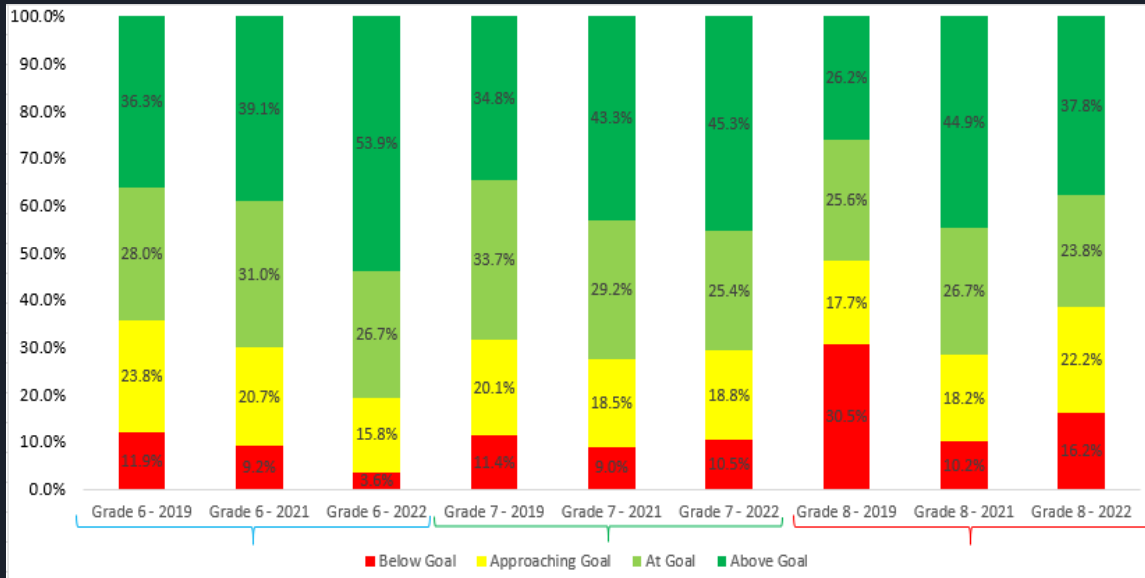


	2019 % at/above GOAL	2021 % at/above GOAL	2022 % at/above GOAL
Grade 6	70%	70%	75%
Grade 7	67%	70%	71%
Grade 8	55%	77%	62%

Polson Middle School



Grades 6-8 Performance Distribution for 2019-2021-2022 Administration's SBA **MATH** Assessment



	2019 % at/above GOAL	2021 % at/above GOAL	2022 % at/above GOAL
Grade 6	64%	70%	81%
Grade 7	69%	72%	71%
Grade 8	52%	72%	62%

Polson Middle School

Grades 6-8

Madison Public Schools <i>Smarter Balanced Growth</i>	Average GROWTH Percent of Students that Reached or Exceeded their Growth Target for ALL Students <u>BY GRADE LEVEL</u>											
	2015-16 ELA	2016-17 ELA	2017-18 ELA	2018-19 ELA	2020-21 ELA*	2021-22 ELA	2015-16 MATH	2016-17 MATH	2017-18 MATH	2018-19 MATH	2020-21 MATH*	2021-22 MATH
	Grade 6	39.3%	32.3%	31.4%	42.4%	52.3%	51.0%	22.5%	14.6%	26.8%	36.1%	60.0%
Grade 7	35.2%	25.9%	28.7%	36.3%	41.8%	41.6%	59.2%	66.1%	71.2%	58.4%	62.2%	49.7%
Grade 8	29.7%	27.0%	35.6%	23.3%	49.7%	31.0%	45.6%	36.7%	43.8%	32.9%	44.3%	38.5%

*State set estimated SBA scale scores for the spring 2020 year based on prior state assessment scores, attendance, behavior, mobility, special education status, retention and demographic data. Target scores were set based on the predicted spring 2020 scale scores. CSDE maintains these estimates include a measure of uncertainty and should not be used to support any high-stakes decisions.

Polson Middle School

Grades 6-8

		Average Percentage of Target Achieved for Students with High Needs BY BUILDING											
		2015-16 ELA	2016-17 ELA	2017-18 ELA	2018-19 ELA	District Calculated Prediction 2020-21 ELA*	2021-22 ELA	2015-16 MATH	2016-17 MATH	2017-18 MATH	2018-19 MATH	District Calculated Prediction 2020-21 MATH*	2021-22 MATH
POLSON	Grade 6					59.1% (does not count)	41.1%					61.2% (does not count)	46.7%
	Grade 7	36.6%	36.8%	38.1%	46.9%			50.8%	51.6%	73.0%	52.1%		
	Grade 8												
Indicates below State 10% threshold score		Two consecutive years of continued growth needed to exit FOCUS School Status 2019-2020- COVID 19 Pandemic- No State Testing Conducted 2020-2021 – Hybrid School Year, State testing conducted, Target Scores set based on the predicted spring 2020 scale scores, Results not published by State and Accountability Index paused this school year											

What do the results indicate in ELA?

	Listening	Reading	Writing and Research/Inquiry
Grade 6	Above- 23% Approaching- 74% Below- 3%	Above- 45% Approaching- 47% Below- 8%	Above- 44% Approaching- 47% Below- 8%
Grade 7	Above- 33% Approaching- 62% Below- 5%	Above- 41% Approaching- 48% Below- 10%	Above- 39% Approaching- 46% Below- 15%
Grade 8	Above- 30% Approaching- 56% Below- 14%	Above- 36% Approaching- 45% Below- 19%	Above- 35% Approaching- 41% Below- 24%

ELA Priorities

Writing:

- Focus on organization/purpose, evidence/elaboration, and conventions through whole class and small group instruction
- Continue to support students in producing effective writing for a range of purpose and audiences through individual conferences and small groups
- Edit their writing to reflect appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message
- Increase integration of research/inquiry-based skills through social studies curriculum and collaborative learning between LA and SS

ELA Priorities

Reading:

- PLC's to review morphology, word study, and instructional strategies
- Emphasize use of figurative language and summarizing central ideas, key events, or procedures
- Professional development to assist teachers in leveraging IABs as a data source and instructional tool
- Professional development and coaching cycles related to small group instruction and differentiation

What do the results indicate in Math?

	Communicating Reasoning	Concepts and Procedures	Problem Solving/ Modeling & Data Analysis
Grade 6	Above- 42% Approaching- 47% Below- 11%	Above- 60% Approaching- 34% Below- 6%	Above- 55% Approaching- 39% Below- 7%
Grade 7	Above- 43% Approaching- 46% Below- 11%	Above- 54% Approaching- 31% Below- 15%	Above- 49% Approaching- 40% Below- 11%
Grade 8	Above- 30% Approaching- 55% Below- 15%	Above- 47% Approaching- 34% Below- 19%	Above- 41% Approaching- 38% Below- 21%

Math Priority

Communicating Reasoning:

- Provide opportunities for students to communicate their thinking orally, in writing, and using diagrams
- Emphasis on instructional strategies that include group/partner work
- Focused work on content, pacing, assessments and first time implementation for Grade 8 Algebra and Grade 7 Pre-Algebra
- Hold math PLCs to review student solutions to tasks and discuss instructional approaches
- Continue professional development on Illustrative Math within department meetings and through coaching cycles



Brown School

Dr. Brown Intermediate School

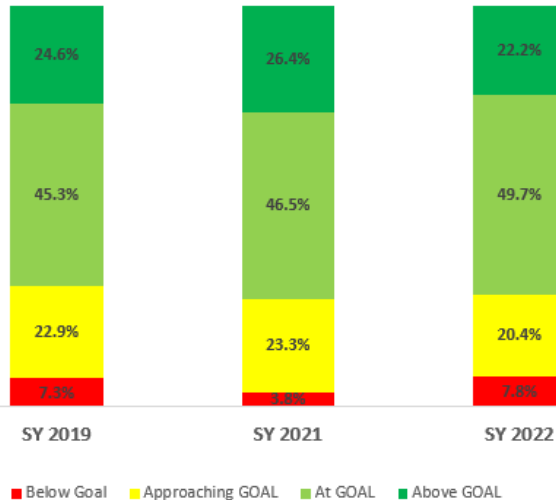
Grade 5

NGSS Summative Assessment

Results Comparison 2019-2021-2022



Grade 5 NGSS Performance Levels

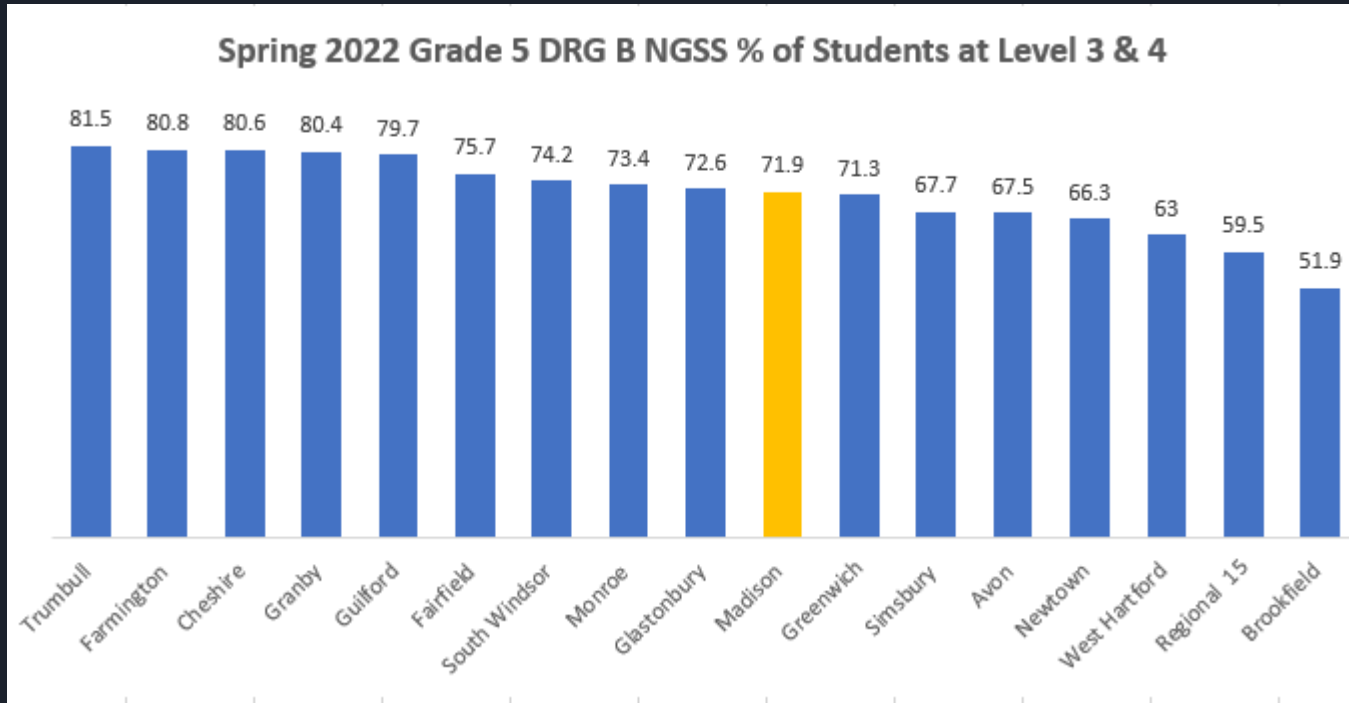


2019 % at/above GOAL	2021 % at/above GOAL	2022 % at/above GOAL
70%	73%	72%



NGSS DRG B Ranking: SCIENCE Grade 5

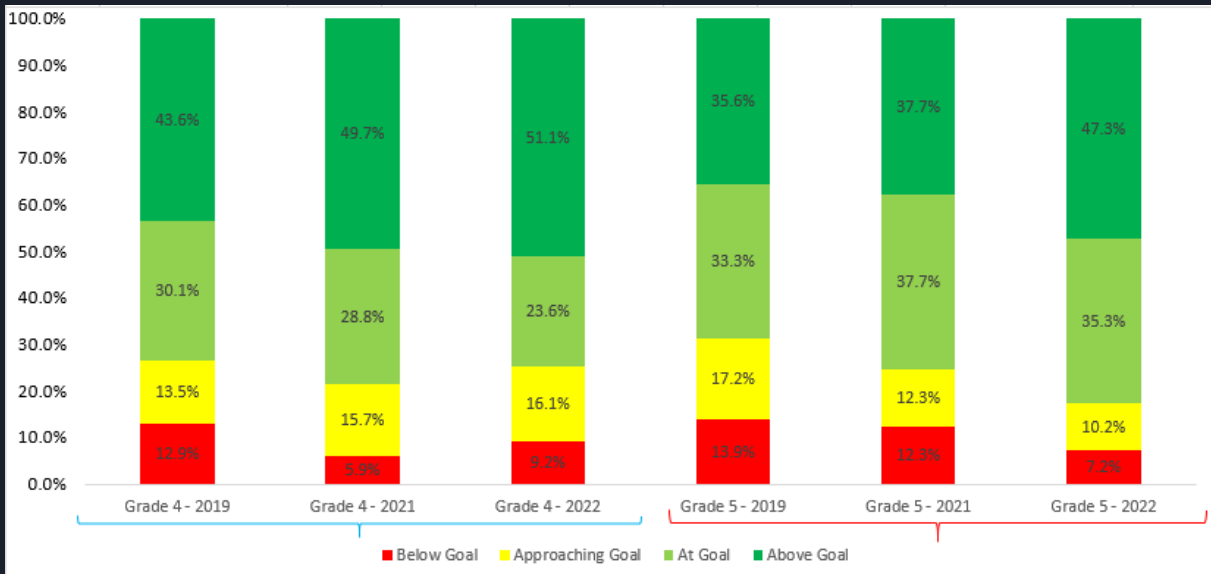
by % of students at level 3 & 4



Dr. Brown Intermediate School



Grade 4 & Grade 5 Performance Distribution Results Comparison 2019-2021-2022 SBA ELA Assessment

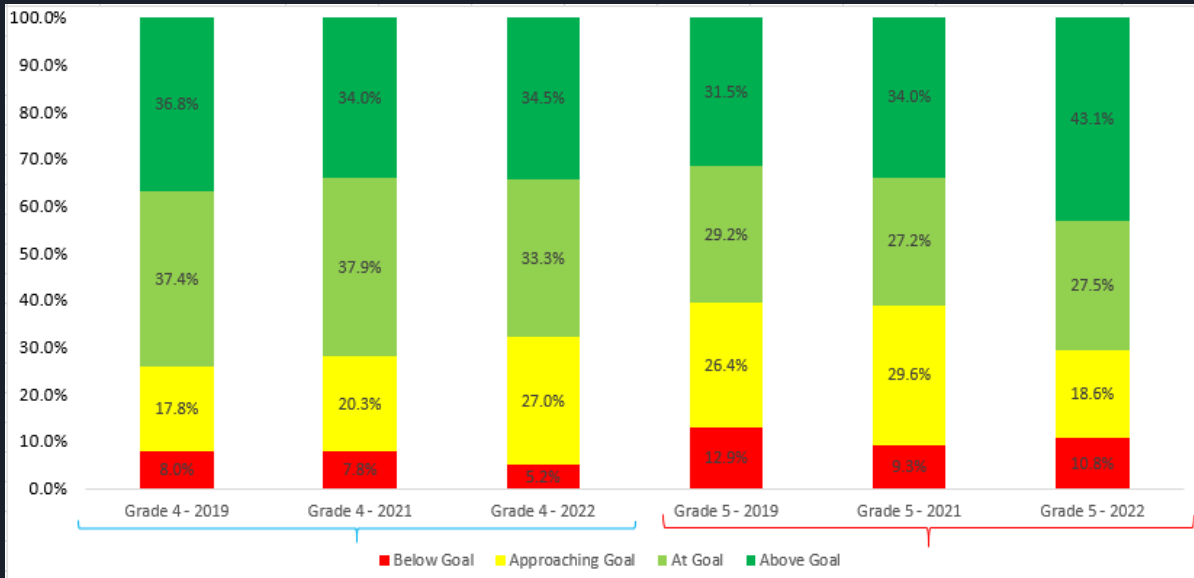


	2019 % at/above GOAL	2021 % at/above GOAL	2022 % at/above GOAL
Grade 4	74%	78%	75%
Grade 5	69%	75%	83%

Dr. Brown Intermediate School



Grade 4 & Grade 5 Performance Distribution Results Comparison 2019-2021-2022 SBA **MATH** Assessment



	2019 % at/above GOAL	2021 % at/above GOAL	2022 % at/above GOAL
Grade 4	74%	72%	68%
Grade 5	61%	61%	71%

Brown School

Grades 4-5

Madison Public Schools <i>Smarter Balanced Growth</i>	Average GROWTH Percent of Students that Reached or Exceeded their Growth Target for ALL Students <u>BY GRADE LEVEL</u>											
	2015-16 ELA	2016-17 ELA	2017-18 ELA	2018-19 ELA	2020-21 ELA*	2021-22 ELA	2015-16 MATH	2016-17 MATH	2017-18 MATH	2018-19 MATH	2020-21 MATH*	2021-22 MATH
	Grade 4	52.9%	49.1%	43.1%	56.7%	41.0%	51.3%	44.7%	55.5%	48.5%	58.7%	24.5%
Grade 5	31.8%	33.5%	35.6%	35.5%	44.3%	55.6%	28.2%	39.1%	37.7%	37.6%	40.9%	54.9%

*State set estimated SBA scores for the spring 2020 year based on prior state assessment scores, Kindergarten Entrance Inventory (GR4 only), attendance, behavior, mobility, special education status, retention and demographic data. Target scores were set based on the predicted spring 2020 scale scores. CSDE maintains these estimates include a measure of uncertainty and should not be used to support any high-stakes decisions. The model used to predict Grade 4 has the highest degree of uncertainty, since no prior SBA score was factored in.

Brown School

Grades 4-5

		Average Percentage of Target Achieved for Students with High Needs BY BUILDING											
		2015-16 ELA	2016-17 ELA	2017-18 ELA	2018-19 ELA	District Calculated Prediction 2020-21 ELA*	2021-22 ELA	2015-16 MATH	2016-17 MATH	2017-18 MATH	2018-19 MATH	District Calculated Prediction 2020-21 MATH	2021-22 MATH
BROWN	Grade 4					61.2% (does not count)	64.7%					54.1% (does not count)	62.7%
	Grade 5	48.9%	45.5%	40.0%	48.4%		36.4%	37.7%	46.2%	48.6%			
	Grade 6												
Indicates below State 10% threshold score		Two consecutive years of continued growth needed to exit FOCUS School Status 2019-2020- COVID 19 Pandemic- No State Testing Conducted 2020-2021 – Hybrid School Year, State testing conducted, Target Scores set based on the predicted spring 2020 scale scores, Results not published by State and Accountability Index paused this school year											

What do the results indicate in ELA?

	Listening	Reading	Writing and Research/Inquiry
Grade 4	Above- 36% Approaching- 60% Below- 3%	Above- 49% Approaching- 43% Below- 7%	Above- 45% Approaching- 43% Below- 13%
Grade 5	Above- 35% Approaching- 62% Below- 3%	Above- 48% Approaching- 44% Below- 8%	Above- 57% Approaching- 34% Below- 9%

What do the results indicate in Mathematics?

	Communicating Reasoning	Concepts and Procedures	Problem Solving/ Modeling/ Data Analysis
Grade 4	Above- 45% Approaching- 44% Below- 11%	Above- 49% Approaching- 32% Below- 18%	Above- 40% Approaching- 48% Below- 13%
Grade 5	Above- 40% Approaching- 47% Below- 13%	Above- 55% Approaching- 28% Below- 17%	Above- 37% Approaching- 51% Below- 11%

ELA Priorities

- ELA PLC's to review morphology, word study, and instructional strategies.
- Professional development to assist teachers leveraging IABs as a data source and instructional tool.
- Professional development and coaching cycles related to small group instruction and differentiation.

Math Priorities

- Math PLCs to review student problem solving tasks and discuss instructional approaches.
- Professional development and coaching to assist teachers in developing student perseverance when problem solving.
- Continued development of curriculum resources related to problem solving.



Ryerson and Jeffrey Schools



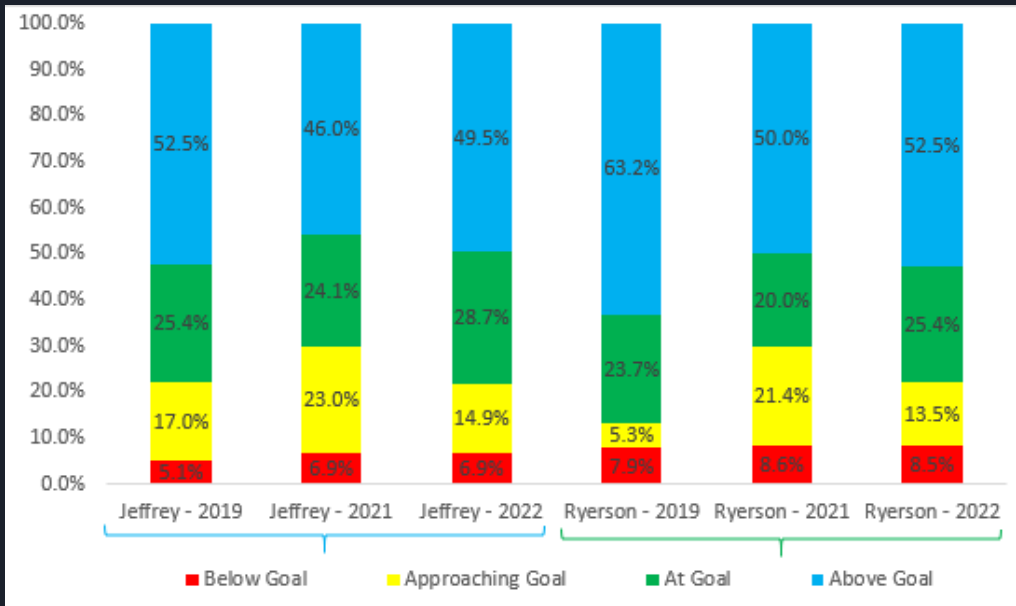
Overall Grade 3 ELA

Summative Performance:

78% scored AT or ABOVE
PROFICIENT

Ryerson and Jeffrey Elementary Schools

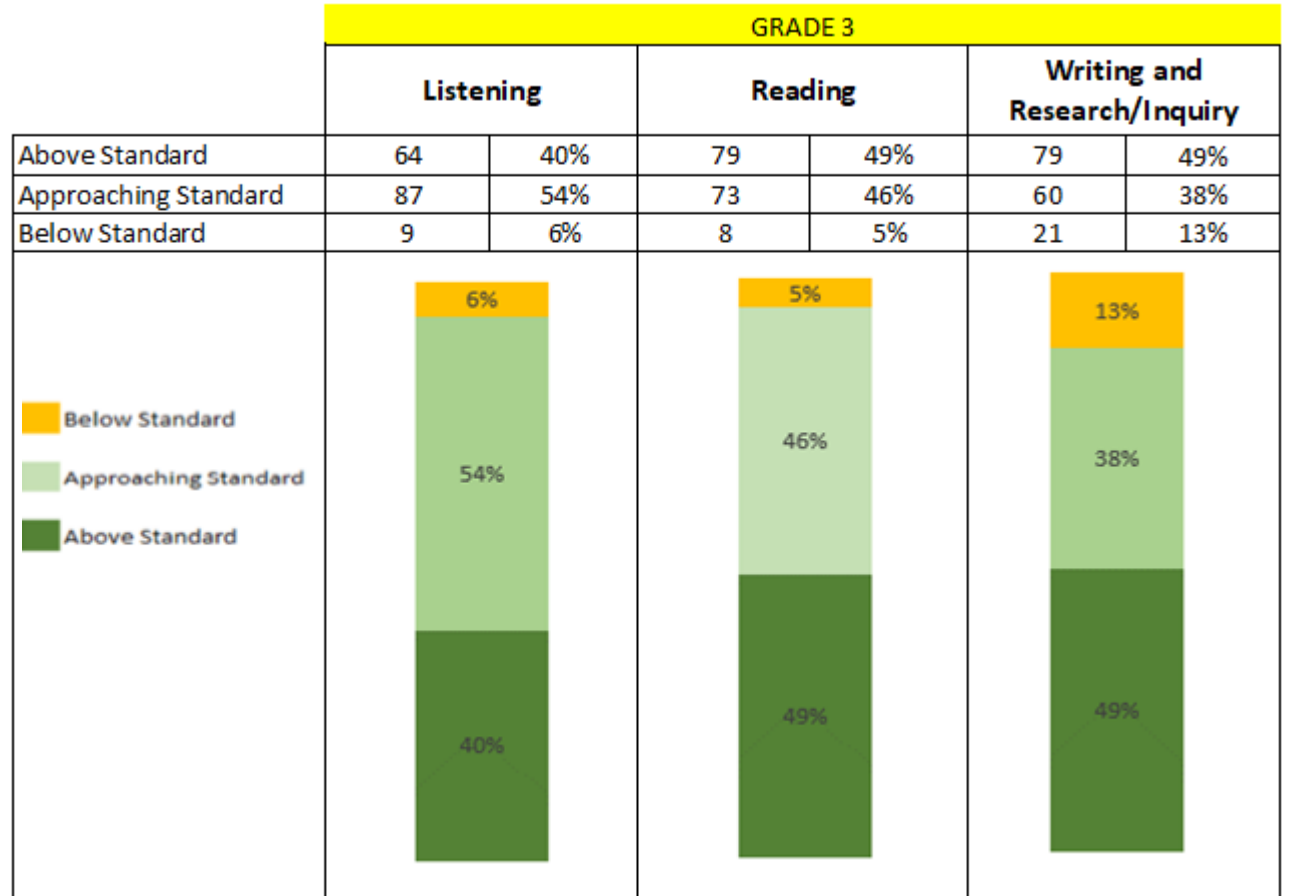
Grade 3 Performance Distribution for 2019-2021-2022 Administration's SBA **ELA** Assessment



	2019 % at/above GOAL	2021 % at/above GOAL	2022 % at/above GOAL
Jeffrey	78.0%	70.0%	78.2%
Ryerson	86.8%	70.0%	78.0%
District Grade 3 Average <i>(includes Island in 2019)</i>	82%	70%	78%

SBA ELA

Grade 3



	Listening	Reading	Writing and Research/Inquiry
Jeffrey	Above- 41% Approaching- 54% Below- 5%	Above- 48% Approaching- 49% Below- 4%	Above- 50% Approaching- 36% Below- 14%
Ryerson	Above- 39% Approaching- 54% Below- 7%	Above- 53% Approaching- 41% Below- 7%	Above- 47% Approaching- 41% Below- 12%



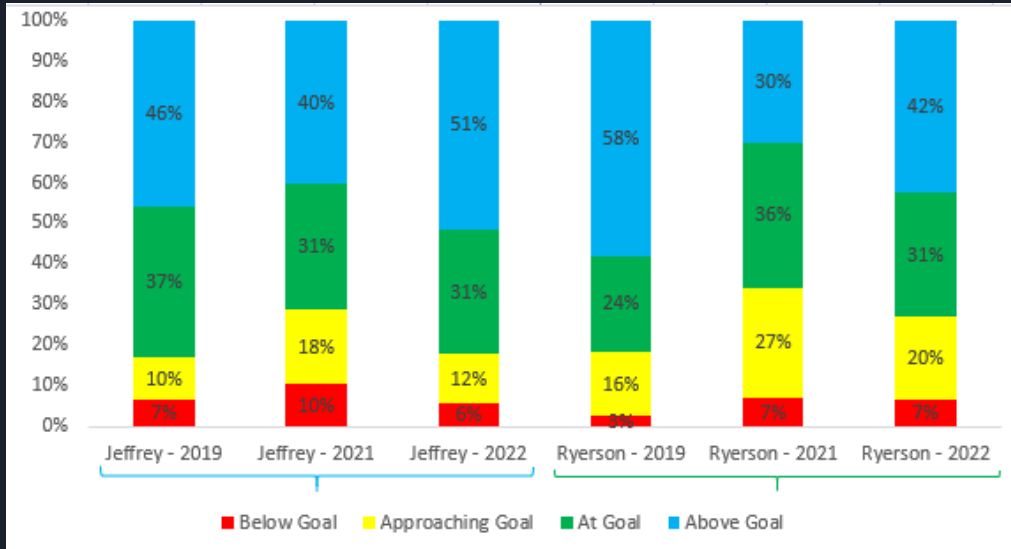
Overall Grade 3 Math

Summative Performance:

79% scored AT or ABOVE PROFICIENT

Ryerson and Jeffrey Elementary Schools

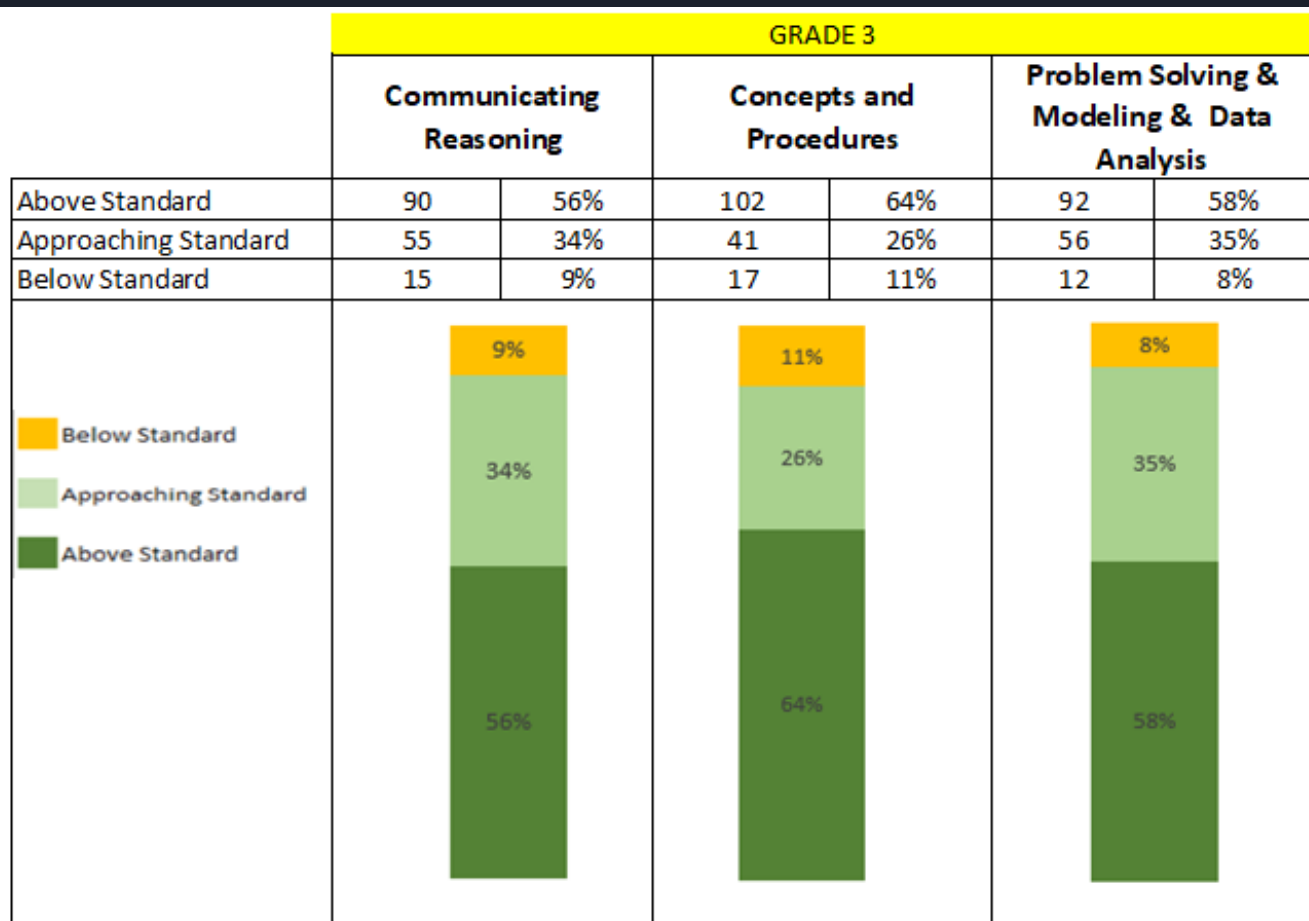
Grade 3 Performance Distribution for 2019-2021-2022 Administration's SBA **MATH** Assessment



	2019 % at/above GOAL	2021 % at/above GOAL	2022 % at/above GOAL
Jeffrey	83%	71%	82%
Ryerson	82%	66%	73%
District Grade 3 Average <i>(includes Island in 2019)</i>	84%	68%	79%

SBA Math

Grade 3



	Communicating Reasoning	Concepts and Procedures	Problem Solving and Modeling and Data Analysis
Jeffrey	Above- 57% Approaching- 35% Below- 8%	Above- 66% Approaching- 23% Below- 11%	Above- 59% Approaching- 33% Below- 8%
Ryerson	Above- 54% Approaching- 34% Below- 12%	Above- 59% Approaching- 31% Below- 10%	Above- 54% Approaching- 39% Below- 7%



Jeffrey
Priorities



ELA Priority:

Writing and
Research/Inquiry

Math Priority:

Computation

2022-2023 Jeffrey School Goal:

IF the Jeffrey staff collaboratively engages in an inquiry of how to explicitly teach students the skills of **perseverance and problem solving**, and

IF we design learning tasks that give students meaningful opportunities to engage in productive struggle,

THEN, students will reflect upon their (academic, social, or emotional) performance, thereby **using a growth mindset to develop and execute a plan to overcome challenges.**

ELA Priorities

Writing & Research / Inquiry

Student can produce effective and well-grounded writing for a range of purposes and audiences. Student can engage in research and inquiry to investigate topics, and to analyze

integrate, and present information.

- **Student writing** - targeted professional development focused on effective strategies teaching editing and revising at all levels.
- **PLC meetings** - continuous grade level PLC meetings devoted to the sharing of best practices in the teaching of editing and revising at all levels for both student independent transfer and improvement in the overall quality of completed students' written pieces.
- **Coaching cycles** - utilization of our ELA coaches at all levels to support new learning in this area at PLC meetings and to demonstrate high quality support for both teacher and student growth.

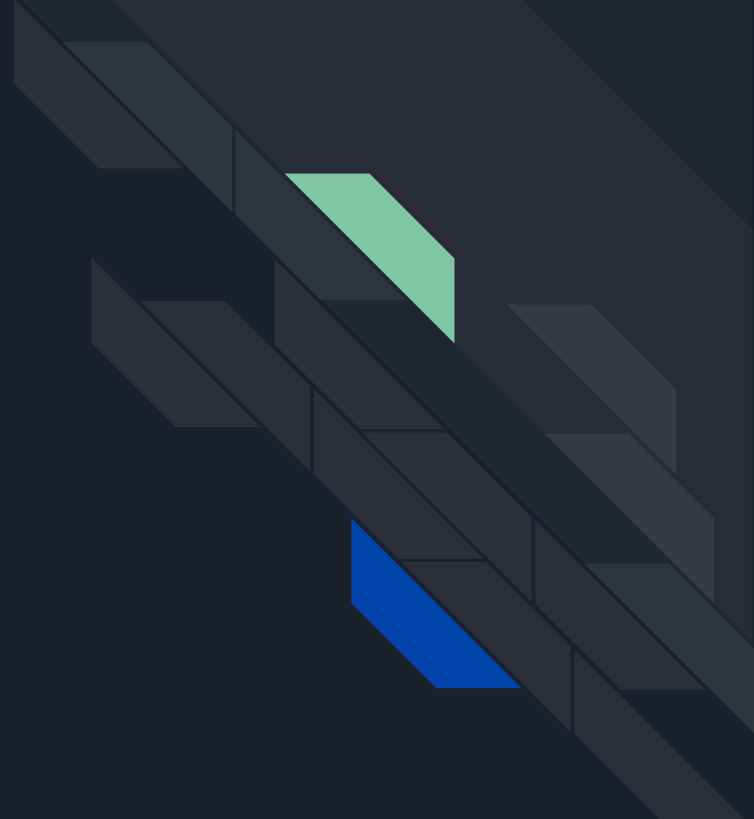
Math Priorities

Communicating & Reasoning

Student able to clearly and precisely able to construct viable arguments to support their reasoning

- **Student Writing** - targeted professional development focused on effective writing strategies and techniques for effectively and efficiently “explaining our thinking” in math.
- **PLC meetings** - continuous grade level PLC meetings focused on the sharing of best practices in the teaching of writing to an audience to explain our thinking and rationale mathematically. Using authentic student work to identify exemplars and provide rubrics for students to use for independent transfer and improvement.
- **Coaching cycles:** utilization of our Math coaches at all levels to support new learning in this area at PLC meetings and to demonstrate high quality support for both teacher and student growth.

Questions? Comments?





DATES OF IMPORTANCE

September 26, 2022	Rosh Hashanah – no school
October 10, 2022	Professional Development – no school
October 11, 2022	Curriculum & Student Development Mtg. – 5:30 p.m. Facilities Committee Meeting – 6:30 p.m. Board of Education Meeting – 7:30 p.m.
October 25, 2022	Finance Committee Meeting – 5:30 p.m. Policy Committee Meeting – 6:30 p.m. Board of Education Meeting – 7:30 p.m.