

Student Achievement Committee Meeting

Wednesday, September 20, 2023 6:30 PM

BOE - Room 36 and via Zoom Meeting Platform, 129 Church Street, Bristol, CT
06010

1. **Call to Order/ Pledge of Allegiance**

2. **Decision: Approval of Minutes**

3. **Public Comment**

4. **Information**

4.1. **Report on Summer School participation**

4.2. **Report on Attendance 22-23**

4.3. **Report on SAT performance 22-23**

4.4. **Report on LAS performance 22-23**

4.5. **Report on College Career Readiness Enrollment
and Achievement 22-23**

4.6. Grant-funded Family Engagement Activity
Overview

5. **Adjournment**



Student Achievement Committee
August 30, 2023
MINUTES - DRAFT

*The minutes presented within this document are a summary of the discussion that took place at the Board of Education meeting. To view the meeting in its entirety and hear full reports please go to: [August 30, 2023 Meeting Recording](#) **Passcode: Dkyu9jS&***

Present: Russell Anderson, Ken Bagley, Catherine Carbone, Michael Dietter, Jill Fitzsimons-Bula, Carly Fortin, Kristen Giantonio, Maria Simmons, Jaime Rechenberg, Azra Redzic, Leszek Ward

Call to Order

Commissioner Fitzsimons-Bula called the meeting to order at 6:30 p.m.

Decision: Approval of Minutes from May 17, 2023 meeting:

On a motion made by Commissioner Giantonio and seconded by Commissioner Fitzsimons-Bula, it was unanimously;

VOTED: to approve the minutes from May 17, 2023.

Decision: Approval of Minutes from June 21, 2023 Meeting:

On a motion made by Commissioner Simmons and seconded by Commissioner Fitzsimons-Bula, Commissioner Giantonio abstained, it was;

VOTED: to approve the minutes from June 21, 2023.

Decision: Approval of Minutes from July 19, 2023 Meeting:

On a motion made by Commissioner Giantonio and seconded by Commissioner Fitzsimons-Bula, it was unanimously;

VOTED: to approve the minutes from July 19, 2023.

First Reading: Computer Software Applications:

Dr. Jaime Rechenberg, Secondary STEM Supervisor, presented the new curriculum for Computer Software Applications. In this course, students get hands-on practice to produce professionally formatted documents, spreadsheets and presentations needed in their future careers or personal lives. This course is part of the Management Pathway, Digital Communications Pathway, and Information Technology Pathway. The five units of study include: Keyboarding, Computer and Internet Basics, Word Processing, Spreadsheets, Presentations, and Desktop Publishing. Commissioner Giantonio asked that the educators explore instruction on electronic note-taking software.

Questions and discussion followed.

On a motion made by Commissioner Giantonio and seconded by Commissioner Fitzsimons-Bula, it was unanimously;

VOTED: to bring the curriculum to the Full Board of Education with a recommendation to approve the new Computer Software Applications curriculum.

First Reading: If You Love It, Teach It:

Dr. Jaime Rechenberg presented the new curriculum for If You Love It, Teach It. This college level UConn course explores the profession of teaching and the role passion for learning and for teaching plays in creating inclusive and engaging classrooms. This course includes 20 hours of required internship time and is worth 3 UConn credits.

Questions and discussion followed.

On a motion made by Commissioner Giantonio and seconded by Commissioner Fitzsimons-Bula, it was unanimously;

VOTED: to bring the curriculum to the Full Board of Education with a recommendation to approve the new If You Love It, Teach It curriculum.

First Reading: Rising Educators II:

Dr. Jaime Rechenberg presented the new curriculum for Rising Educators II. In this course, students will learn about the essential elements to a positive classroom environment, the role of evidence-based practice in yielding expected student outcomes, and the modes in which curriculum is used in generating teacher lesson plans. Student learning is anchored in fieldwork and observational experiences, where they will observe instruction, link observations to their conceptual learning, and apply it in their work with students.

On a motion made by Commissioner Giantonio and seconded by Commissioner Fitzsimons-Bula, it was unanimously;

VOTED: to bring the curriculum to the Full Board of Education with a recommendation to approve the new Rising Educators II curriculum.

First Reading: Foundations in Health Science:

Dr. Jaime Rechenberg presented the new curriculum for Foundations in Health Science. In this course, students will learn the basic structure and function of selected body systems and will practice medical skills associated with selected body systems. This course embeds multiple hands-on (CPR Training and Stop The Bleed) and virtual lab experiences (Blood Typing).

On a motion made by Commissioner Giantonio and seconded by Commissioner Fitzsimons-Bula, it was unanimously;

VOTED: to bring the curriculum to the Full Board of Education with a recommendation to approve the new Foundations in Health Science curriculum.

First Reading: Fashion Design:

Mr. Bagley, Supervisor of Fine Arts, presented the new high school course at BAIMS, Fashion Design. This course will provide students with insight on the history of fashion and its place in the modern world. Units of instruction will include: Introduction to Fashion Design, Fashion Illustration, Fibers and Textiles, Fashion Construction, Careers in Fashion and Fashion Lines/Selling the Fashion.

Questions and discussion followed.

On a motion made by Commissioner Giantonio and seconded by Commissioner Fitzsimons-Bula, it was unanimously;

VOTED: to bring the curriculum to the Full Board of Education with a recommendation to approve the new Fashion Design curriculum.

There being no further discussion, Commissioner Fitzsimons- Bula adjourned the meeting at 7:14 pm.

Respectfully submitted,

Katlyne Laprise

Katlyne Laprise

DRAFT



PROCEDURES FOR REMOTE PUBLIC COMMENT

Members of the public are invited to comment to the Board on any topic related to school business.

Items requiring consideration by the Board must be approved as an agenda item by a 2/3ds vote of the Board members present. Such items may be referred for further study and not necessarily acted upon at this meeting.

Anyone wishing to address the Board should adhere to the following procedures:

PUBLIC COMMENT

Before a Remote Meeting

1. Send your comments to: KatlyneLaprise@bristolk12.org
2. Be sure to put **PUBLIC COMMENT-SAC** in the subject line.
3. Include your name and address.
4. Direct your comments to the Board Chair.
5. Your comments will be read at the meeting by the Board Chair.
6. All comments should be written in an appropriate manner, particularly if concerning a personnel matter.
7. Any comments not adhering to the guidelines will not be read at the meeting.

During a Remote Meeting

1. Everyone is requested to address the Chair for recognition.
2. Each speaker must state his/her name and address.
3. All speakers must observe rules of common etiquette. Personalities are not to be injected. Anyone violating this rule will be denied the floor. Unless waived by the Chairperson or a majority of the Board,
4. Each speaker shall limit his/her remarks to three (3) minutes.
5. A speaker will not be recognized for a second time on the same topic.
6. Each speaker must concern himself/herself with the topic under discussion. Anyone digressing from the topic will be ruled out of order.
7. Written statements and materials may be made available, in advance of comments, for distribution to Board members.
8. Speakers shall state their positions on the subject being discussed.
9. Board members will not respond directly to comments during the Board meeting. The Superintendent will direct the question to the appropriate staff member for follow-up.



Summer School Participation

Project “Advance” Elementary School-Summer

Who Students in **K through Grade 5** will have the opportunity to strengthen their literacy and mathematical skills. We will be focused on RISING skills and pre-teaching concepts that will help students be prepared for the grade they are entering.

When 9:00-11:30am for learning; 11:30-12:00pm lunch; **July 10-August 4**

Where **West Bristol School**

Contact Scott Redman, Director of Elementary

Additional Information Families who responded to an interest survey were entered into a lottery. At random, students were identified to attend.

Breakfast and lunch will be provided.

Transportation will be provided to and from West Bristol.

For students who are accepted into BBGC programming for the afternoon, transportation will be provided.

Project “Advance” Elementary School-Summer

- 35% increase in attendees
- Drastic decrease in attendance rate
- Expected increases in achievement post summer school

2023 (10 days max possible)	Raw Number of Students	% of Days Attended	2022 (21 max days possible)	Raw Number of Students	% of Days Attended
Attendees of 1+ day	112	---	Attendees of 1+ day	73	---
6+ days (>50%)	103	91.96%	11+ days (>50%)	57	78.08%
8+ days (>80%)	97	86.61%	17+ days (>80%)	32	43.84%
10 days (100%)	54	48.21%	21 days (100%)	7	9.59%

Project “Advance” Middle School-Summer

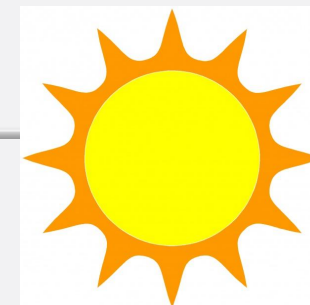
Who Students in **Grades 6-8** will participate in literacy and/or math instruction to bolster their skills. Students who are not yet ready for Algebra in grade 8 will be able to take **AVID Algebra** to help prepare them.

When 8:30-11:30am; one hour for literacy, one hour for math, one hour for encore learning
ENCORE Offerings: Sports, Coding, and Art or Theater, **July 5 to August 9**

Where **Bristol Eastern High School**

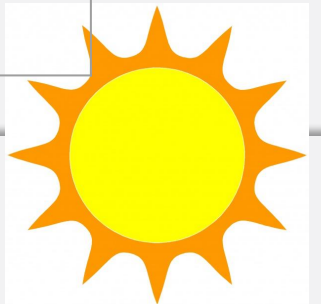
Contact Shawn Mirmina, Director of Middle

Additional Information Students are recommended by their teachers.
Breakfast and lunch will be provided as grab and go.



Project “Advance” Middle School-Summer

Grade	Course	Enrollment
6	English Language Arts	6
7	English Language Arts	7
8	English Language Arts	10
6	Math	13
7	Math	12
7	Algebra Plus	11, 2 course changes
8	Path to Algebra	12
6-8	Coding	5
6-8	Sports	17



Project “Advance” High School-Summer

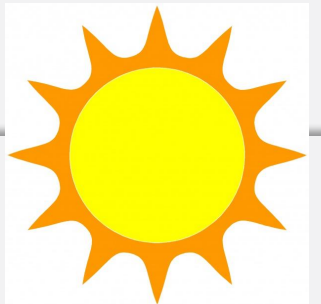
Who Students who have not earned a credit in a required course will have the opportunity to recover credit.

When Most courses will be hybrid, meeting in person two days a week with virtual/asynchronous assignments for four hours per course per week. Courses run from 8:00-9:50am and then 10:00-11:50am. **July 5 to August 9**

Where **Bristol Eastern High School**

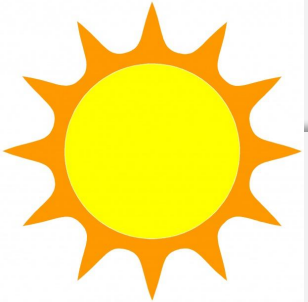
Contact Steve Gaudet, Director of High

Additional Information Breakfast and lunch will be provided as grab and go.



Project “Advance” High School-Summer

Department	Enrollment	Credits Earned
TOTAL	635	401.5
English	114	95
Mathematics	178	115
Science	136	95
Social Studies	107	55.5
Electives*	51	41
Physical Education	49	32



New Opportunities for High School

Bristol will be partnering again with Tunxis Community College so students can enroll in and earn a certification as a Certified Nurse Assistant (CNA) during the 5 weeks of summer school.

Summer 2023 Certified Nursing Assistant Training for Bristol High School Students



Summer Program Details

July 5-August 11, 2023

4 Days per Week

Mondays and Wednesdays

- TCC-Led Instruction at Bristol Eastern High School 9:00-12:00

Tuesdays and Thursdays:

- CNA Learning Lab-Bristol Eastern High School 8:30-2:00
- Clinical Placement- Ingraham Manor or The Pines: 8:30-3:00

Bristol Public Schools is thrilled to partner with Tunxis Community College to provide CNA credentialing to students 17 and older. Students MUST COMMIT to all dates in order to be considered for the program. Please complete the application via google form.



Application Deadline

May 1, 2023

CNA

- 10 students enrolled
- All received certification



Summer 2023 Certified Nursing Assistant Training for Bristol High School Students



Summer Program Details

July 5-August 11, 2023

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Application Deadline

May 1, 2023



Celebrating Attendance

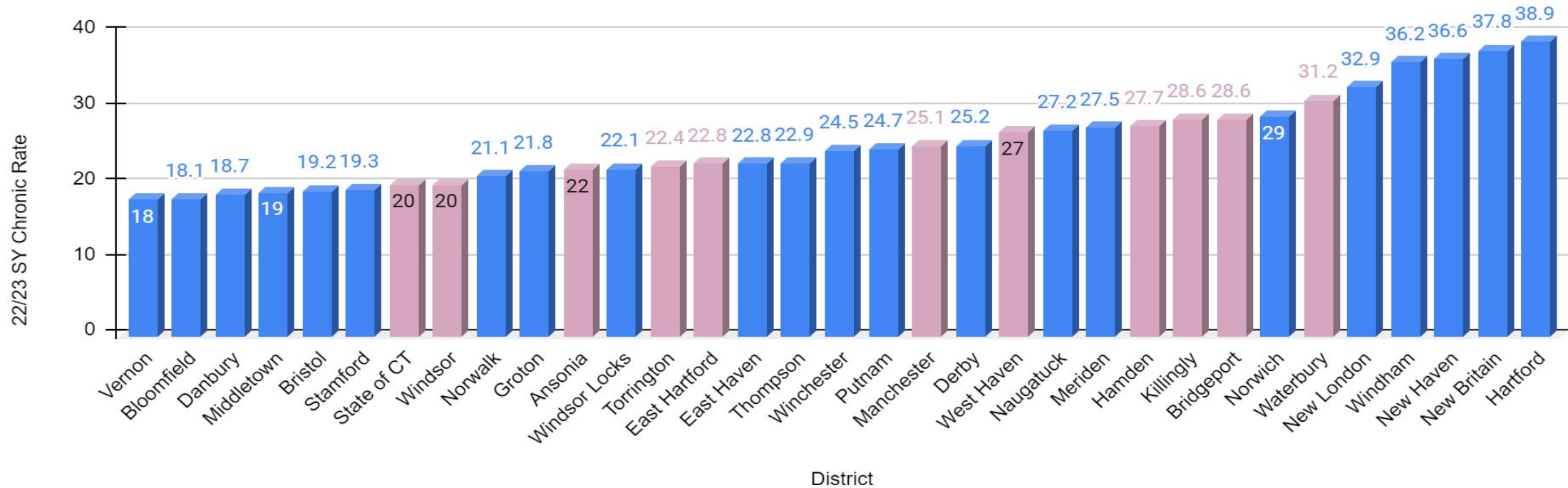
Chronic Absenteeism Reduction

21-22 SY Only 33 School Districts in Connecticut reduced CA

- Bristol had the 6th highest reduction out of all Public Schools in the State.
- [Tuesday Talks](#) Featured Presenter
- CAPSS Assessment and Accountability Group Presenter
- [AttendanceWorks](#) - will soon be publishing an article highlighting BPS.

Alliance Comparison Data

22/23 SY Chronic Rate vs. District



Leap District

Action Steps:

- Attendance Teams
 - Data driven
 - Goals
 - Home Visits
- Liaisons
 - Attendance, New Family, Bi-lingual, and Homeless
- Family Engagement
- Triple P



High School Achievement PSAT/SAT Review 22-23

September Student Achievement Committee

District Headlines of High School PSAT/SAT Performance

Bristol students are meeting the expected growth between administrations of PSAT and SAT

- In math, in both high schools, sophomores on average grew the expected 30 points between PSAT 9 and PSAT 10, earning higher averages than sophomores in 2021.
- In EBRW, Bristol Central juniors met the expected growth of 20 points between PSAT 11 and SAT
- In EBRW, at Bristol Central High School, sophomores on average grew the expected 20 points between PSAT 9 and PSAT 10
- Students who qualify for free and reduced lunch have higher mean SAT scores than the State average.

Area of Growth

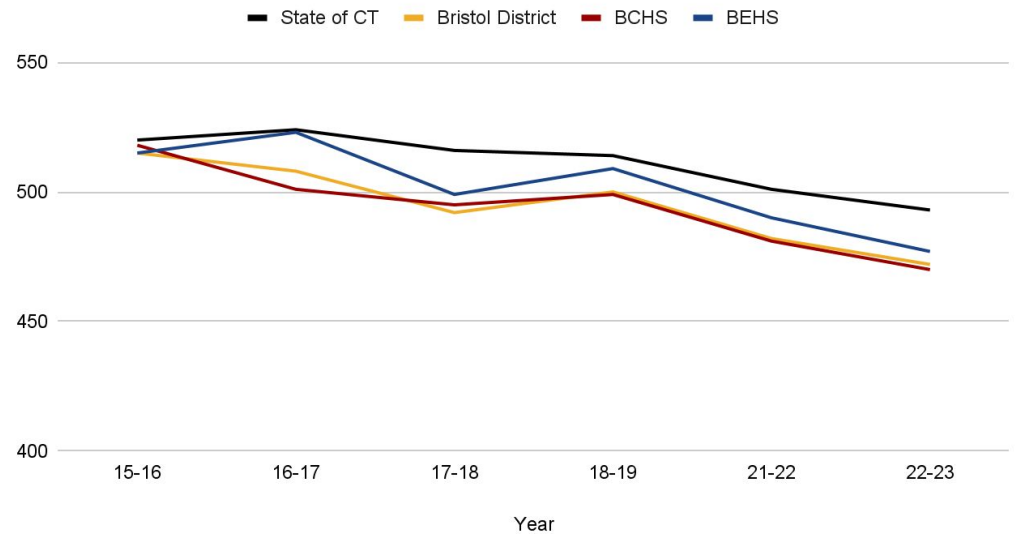


State and Bristol mean SAT scores of students who were in high school for one school year in the years of 2019-2020 and/or 2020-2021 are lower than mean scores pre-pandemic

CT School SAT Day-EBRW

Year	State of CT	Bristol District	BCHS	BEHS
15-16	520	515	518	515
16-17	524	508	501	523
17-18	516	492	495	499
18-19	514	500	499	509
21-22	501	482	481	490
22-23	493	472	470	477

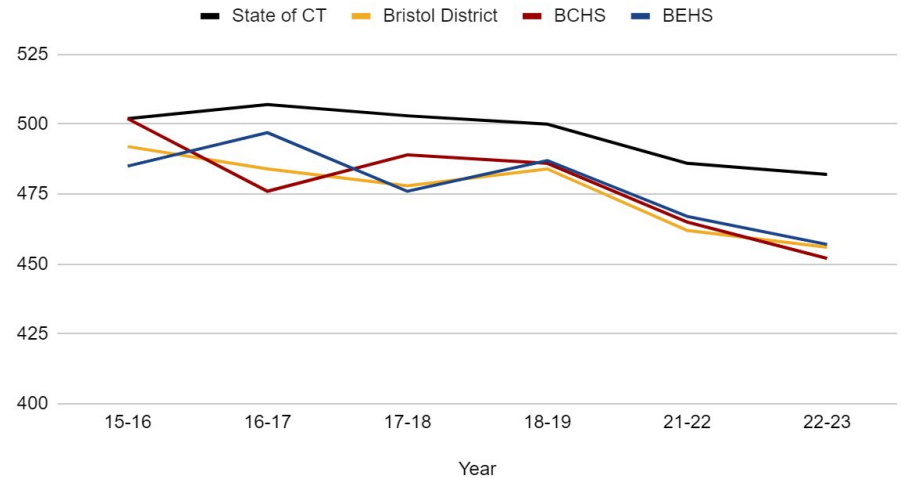
EBRW Mean Score Performance Over Time



CT School SAT Day-Math

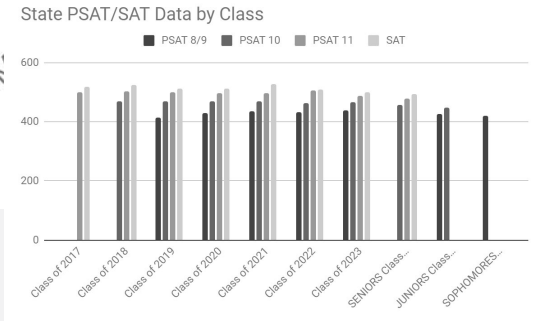
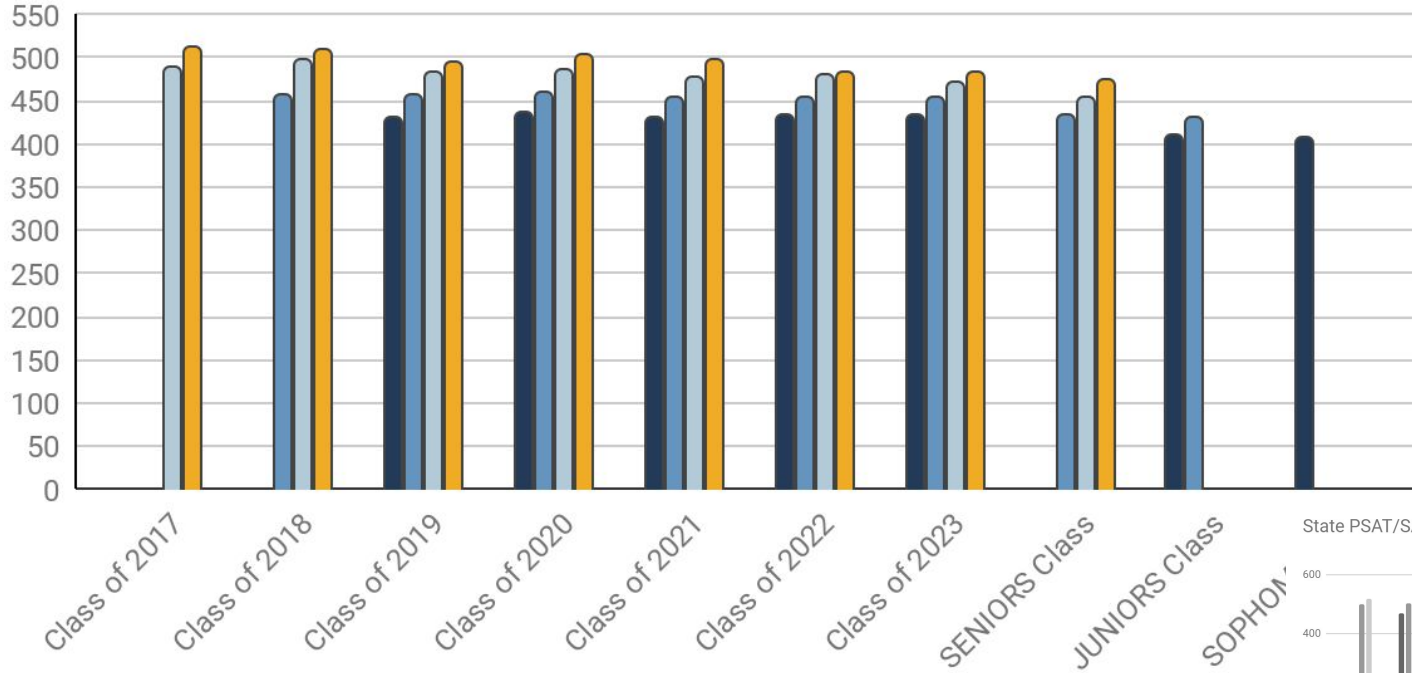
Year	State of CT	Bristol District	BCHS	BEHS
15-16	502	492	502	485
16-17	507	484	476	497
17-18	503	478	489	476
18-19	500	484	486	487
21-22	486	462	465	467
22-23	482	456	452	457

Math SAT Performance Over Time

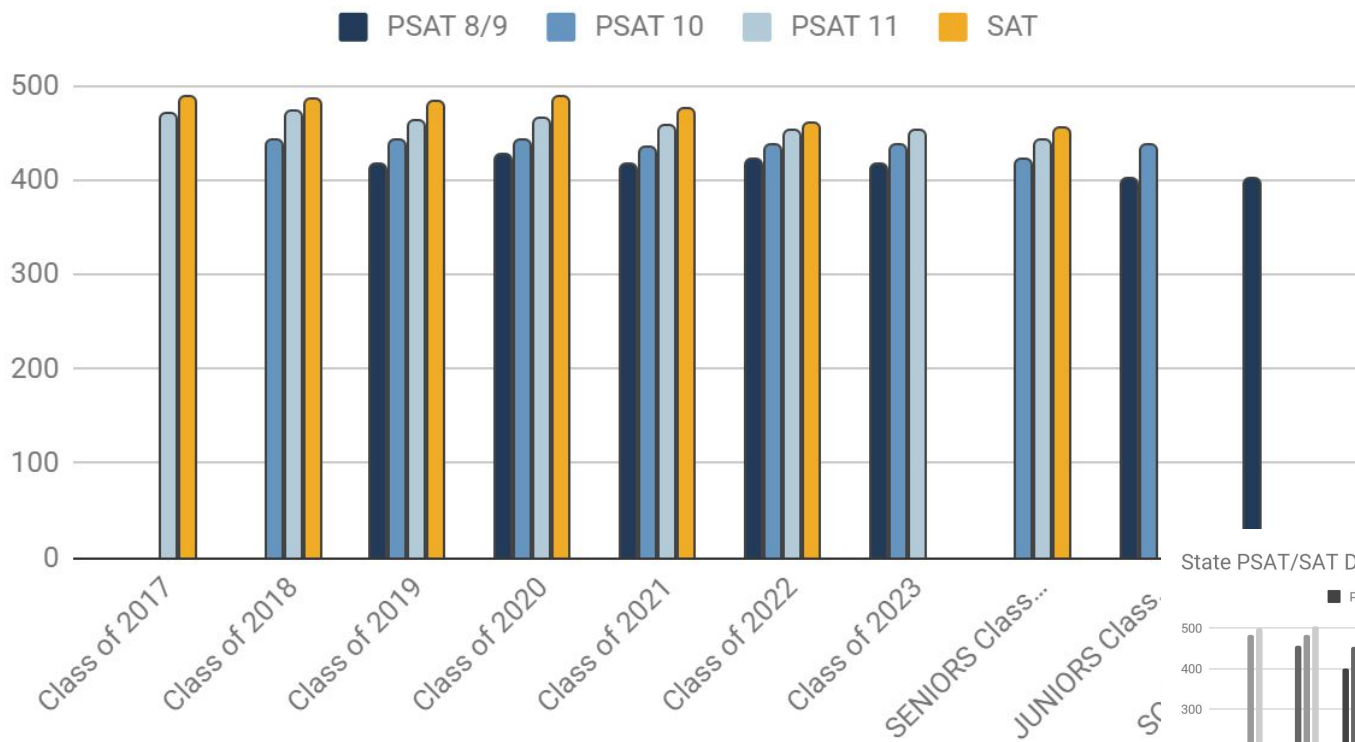


District PSAT/SAT Data by Class-EBRW

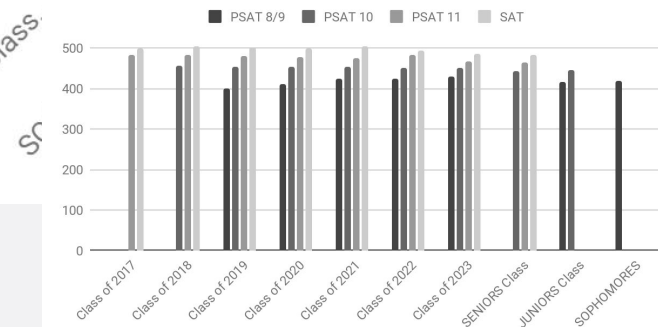
■ PSAT 8/9
 ■ PSAT 10
 ■ PSAT 11
 ■ SAT



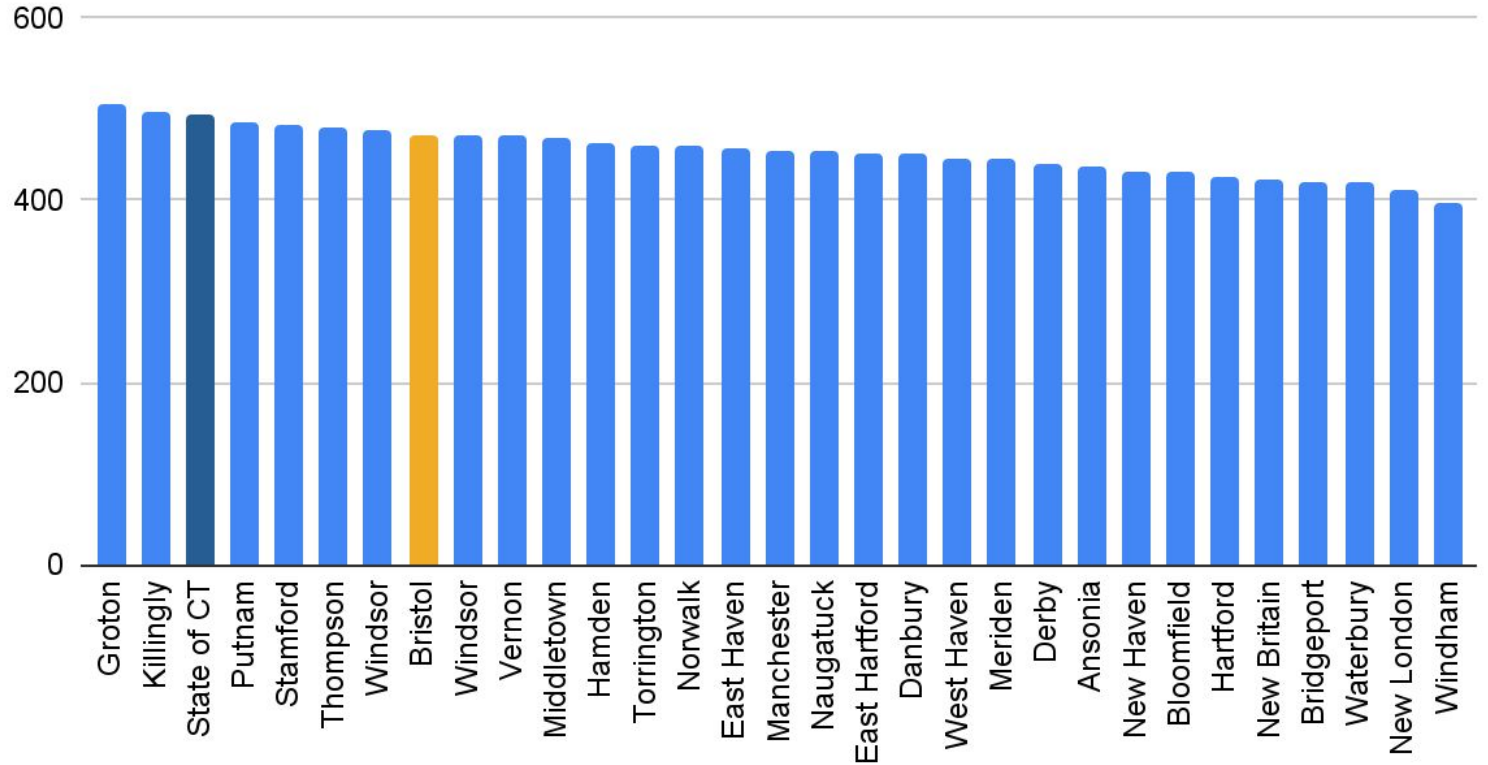
District PSAT/SAT Data by Class-Math



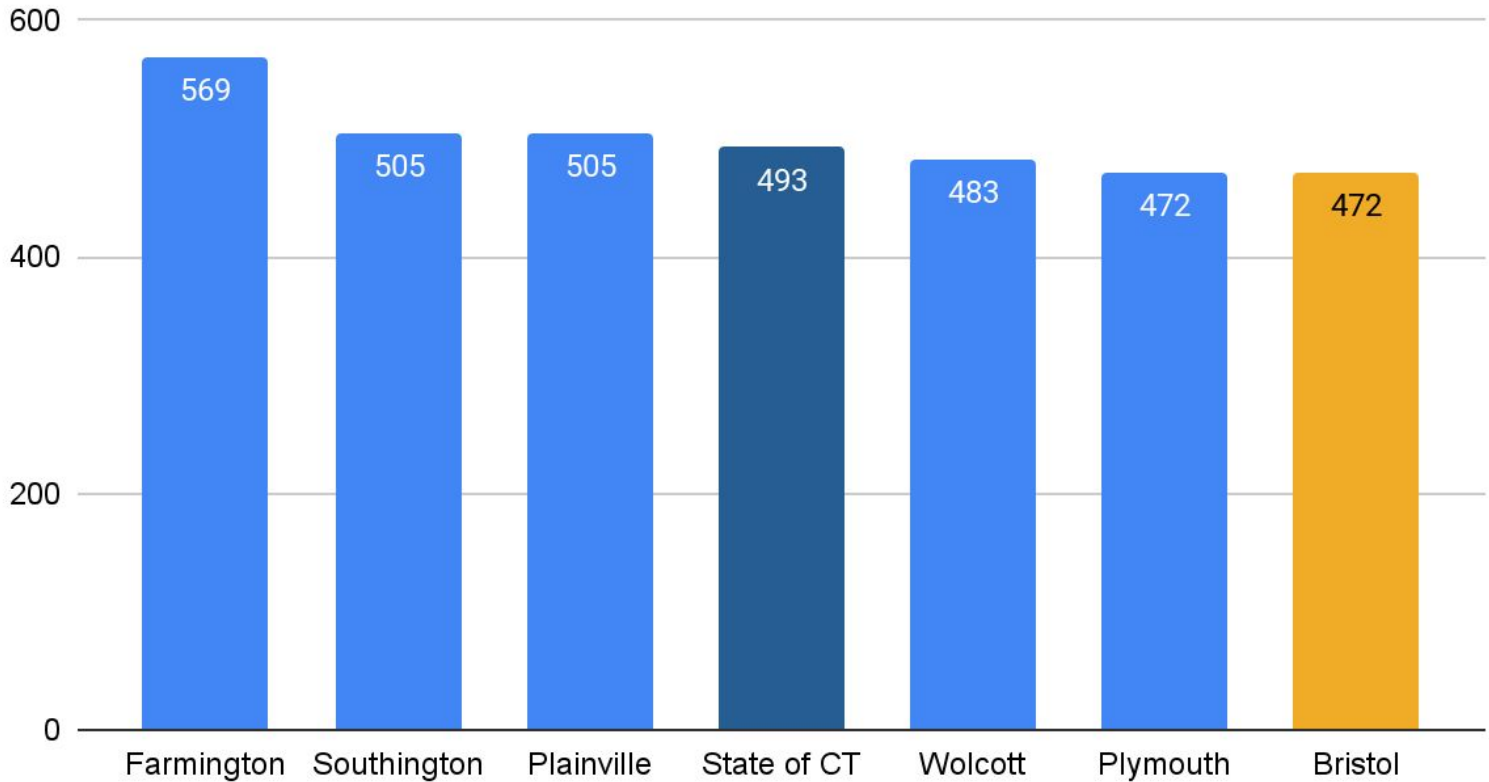
State PSAT/SAT Data by Class-Math



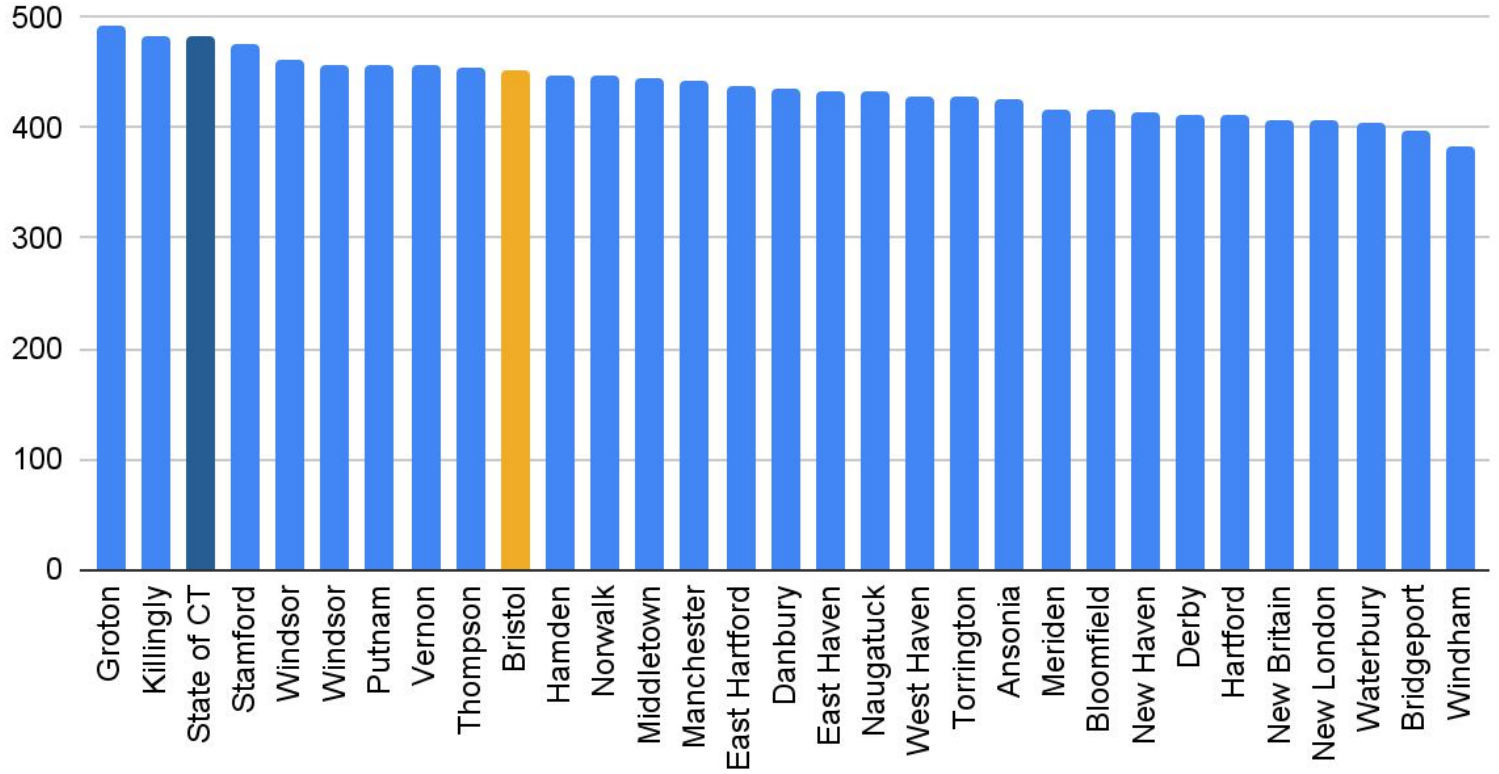
2223 EBRW Score - Alliance Districts



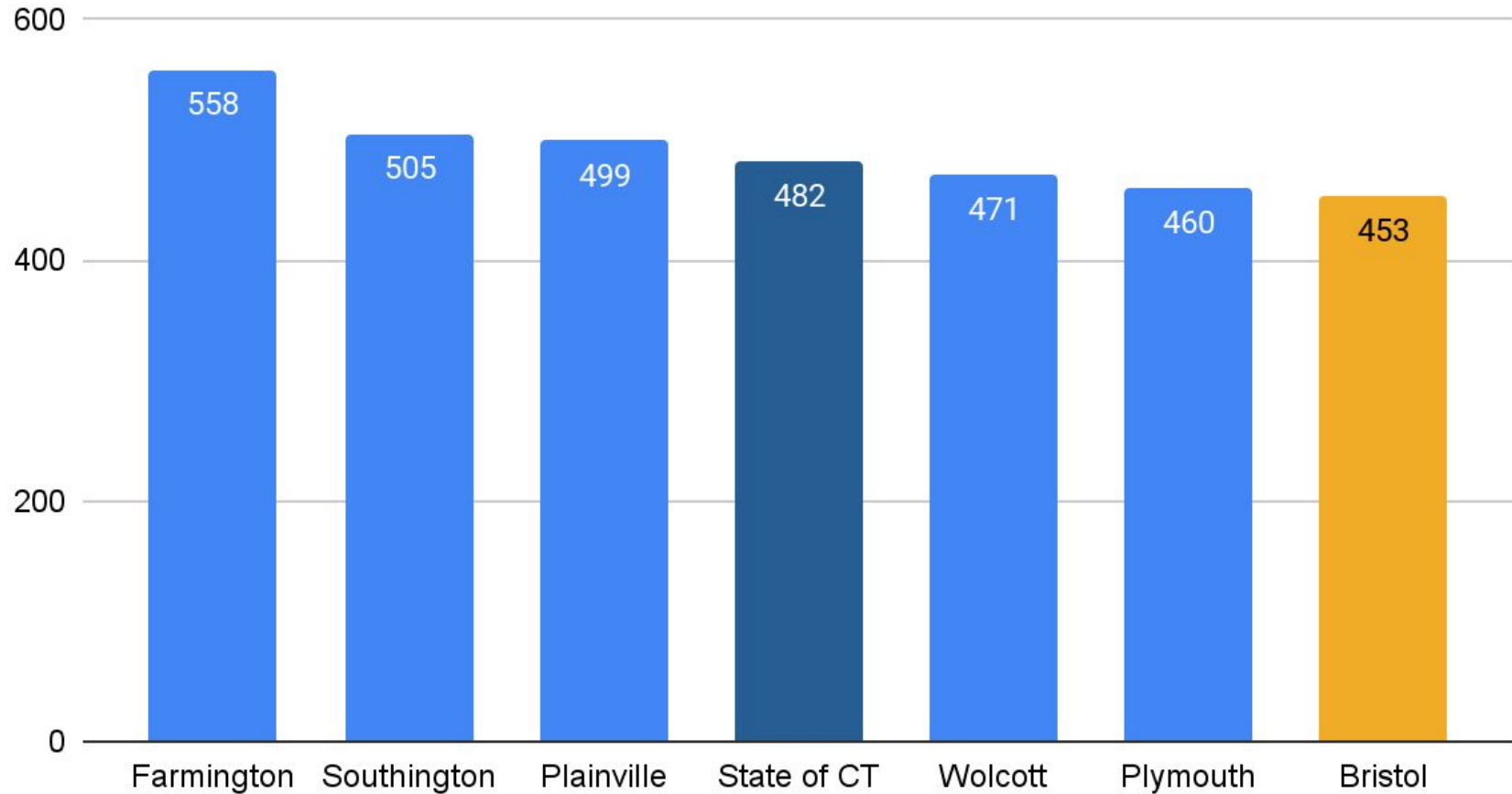
2223 EBRW Score - Contiguous Districts



2223 Math Score - Alliance Districts



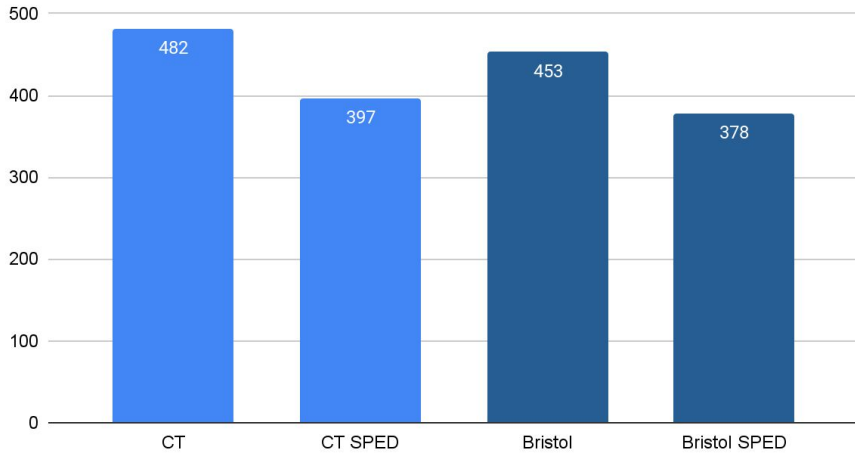
2223 Math Score - Contiguous Districts



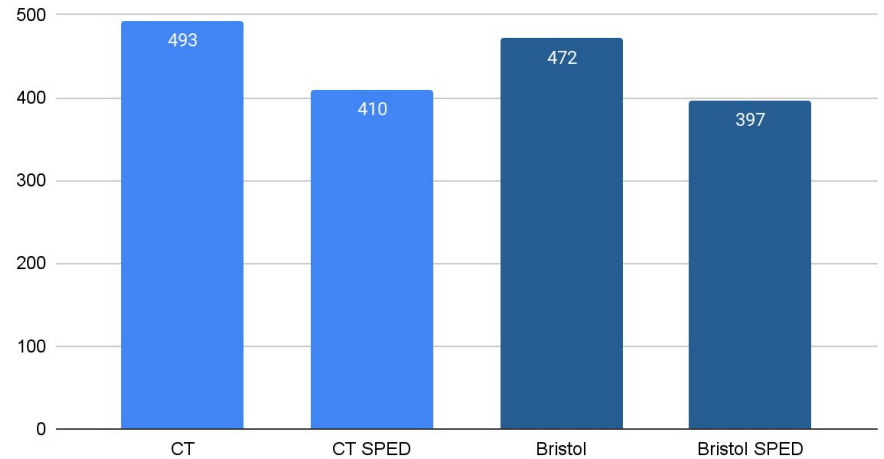
2023 SAT Performance by Special Populations

Specialized Instruction

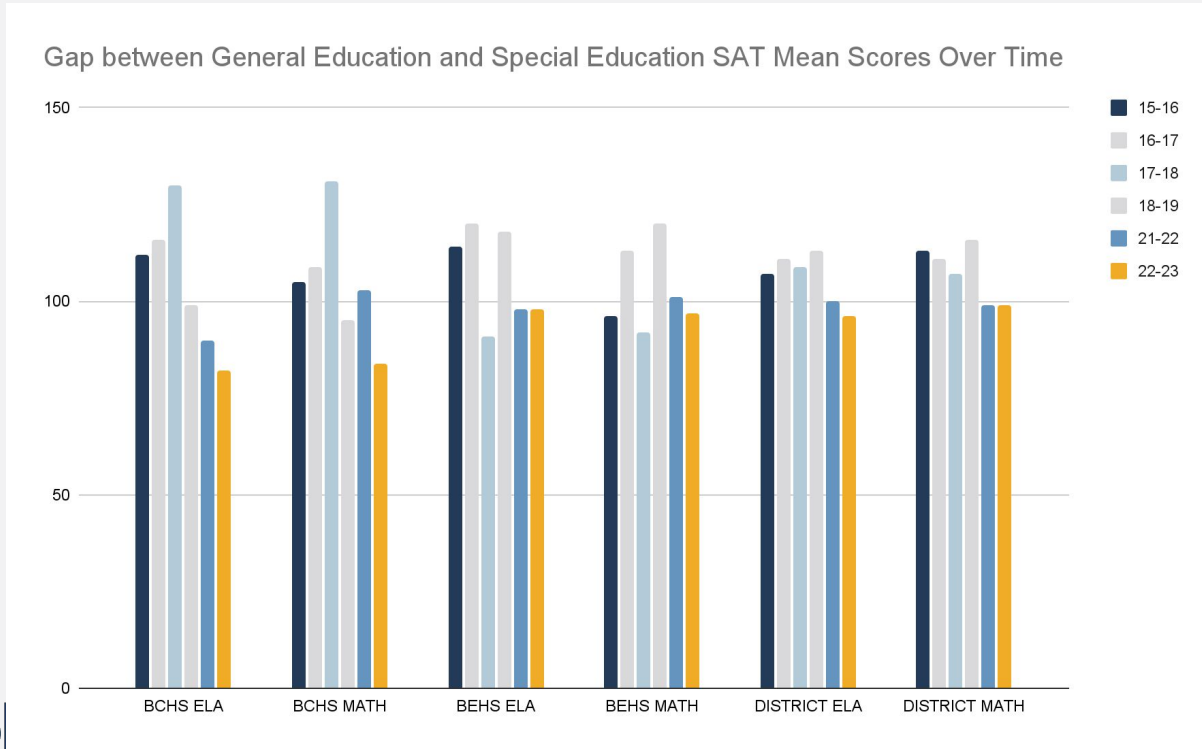
22-23 Special Services - Math



22-23 Special Services - ELA



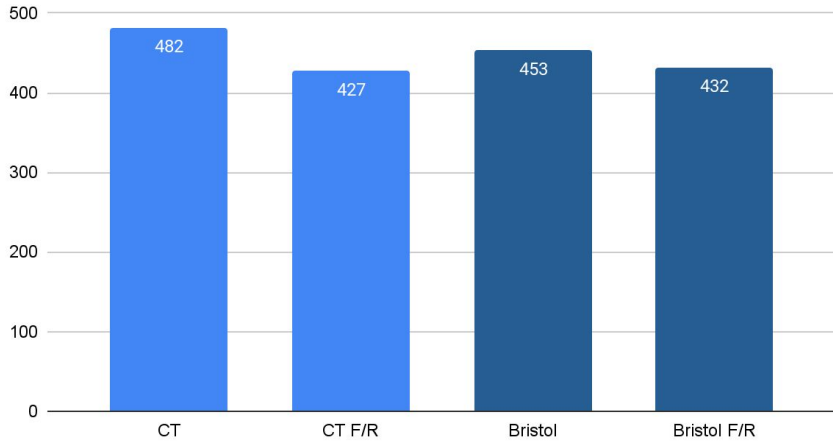
2023 SAT Performance by Special Populations Specialized Instruction over time



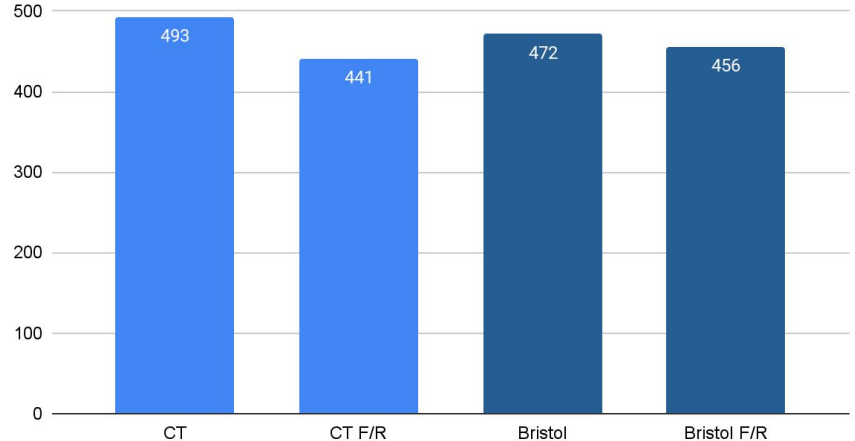
2023 SAT Performance by Special Populations

Students who qualify for financial support

22-23 Free/Reduced - Math

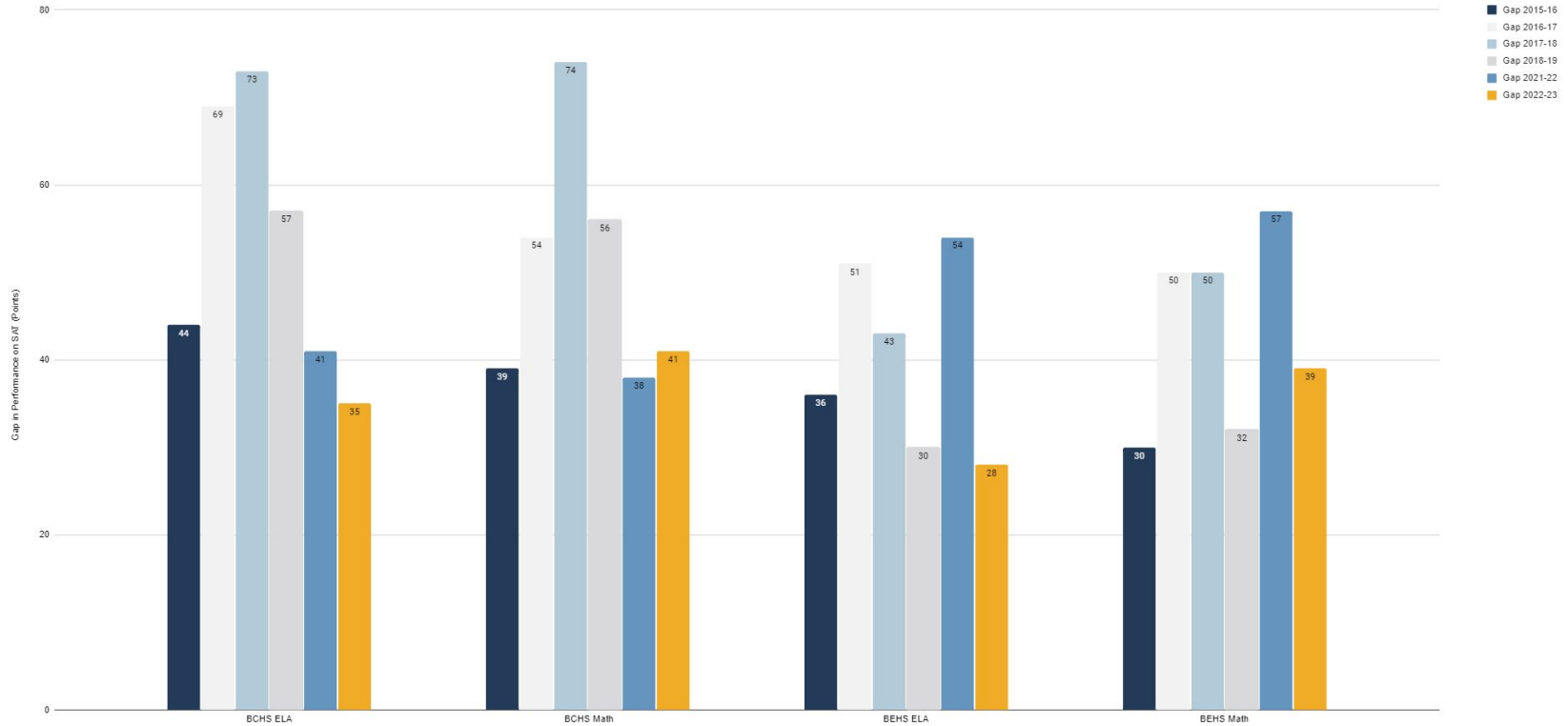


22-23 Free/Reduced - ELA



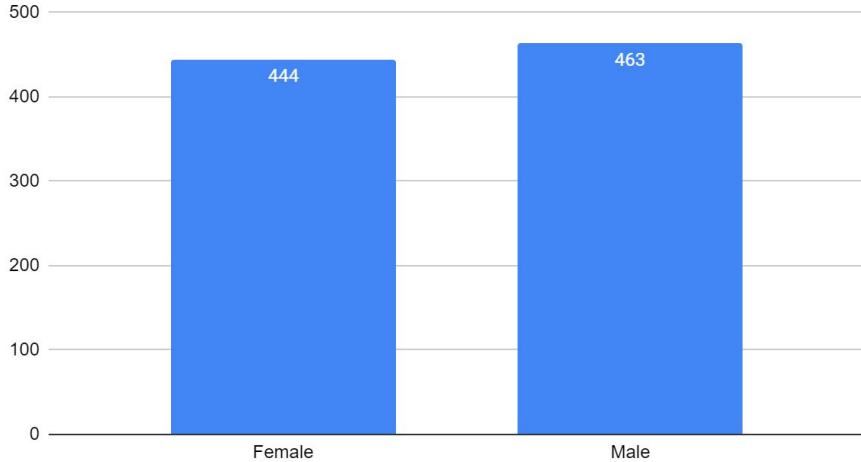
2023 SAT Performance by Special Populations

Historical Gap in SAT Performance Between FRL and Non-FRL Students

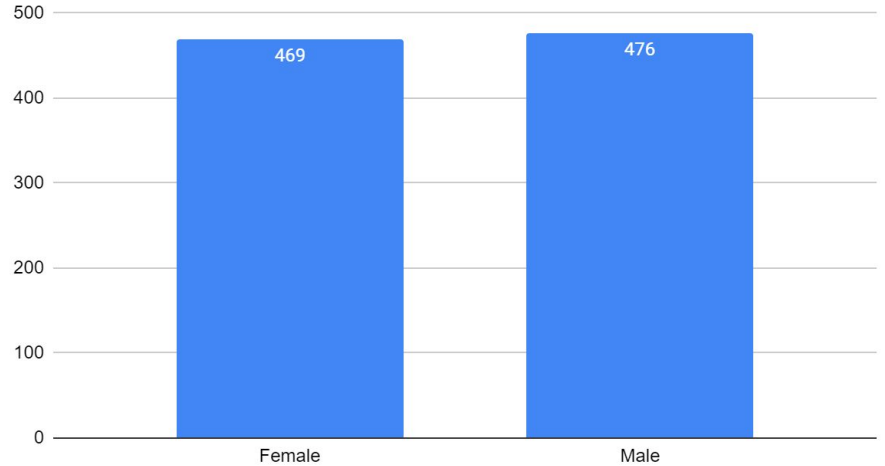


2023 SAT Performance Gender

22-23 Gender - Math



22-23 Gender - ELA



Targeted Actions

1. Strengthen the core
 - a. Focus on the revision and implementation of the core curriculum
 - i. Curriculum Revision
 - ii. Invest in coaching
 - iii. Common Planning Time
 - iv. Schedule redesign for credit recovery within one year
2. Increase engagement with college planning process & SAT
 - a. Credit-bearing opportunities for SAT preparation activities



LAS Review 22-23

September Student Achievement Committee

District Headlines of LAS performance

- 15% increase in the number of Multilingual Students joining Bristol Public Schools between 21-22 and 22-23
- Achievement is partially reflective of students' English language proficiency this school year
- Bristol ML students had been outgrowing the state of CT's average growth for the past five years on both the oral and literacy subtests; still outperformed the state's growth on oral subtest
- Compared with Alliance districts, Bristol scores in the middle of the group

LAS Assessment

LAS Links® is a comprehensive assessment system designed to measure English language proficiency in students from kindergarten through Grade 12.

To provide students with developmentally appropriate language tasks, the test is offered in five different grade spans:

- Kindergarten & Grade 1
- Grades 2–3
- Grades 4–5
- Grades 6–8
- Grades 9–12

LAS Assessment

The four domains:

- Reading
- Writing
- Listening
- Speaking

LAS Assessment

LAS Links composite scores are calculated for students as the average of their scale scores in relevant combinations of the four tested domains:

- Overall (the average of the test scores earned by the student in all four domains)
- Oral (the average of the test scores earned by the student in Listening and Speaking)
- Comprehension (the average of the test scores earned by the student in Reading and Listening)
- Literacy (the average of the test scores earned by the student in Reading and Writing)
- Productive (the average of the test scores earned by the student in Writing and Speaking)

LAS Assessment

- Identify students who require English language supports
- Determine student readiness to transition out of English language support programs
 - Measure growth in English language acquisition
- Compare student scale scores and proficiency levels for public reporting and accountability systems

LAS Level Specific Info

Proficiency Level Definitions

Level 1:

Beginning

At Level 1, student is beginning to develop the ability to communicate at school. The student may communicate nonverbally or through the home language.

Level 2:

Early Intermediate

At Level 2, student is developing the ability to communicate for different purposes at school. The student makes errors that can interfere with communication.

Level 3:

Intermediate

At Level 3, student is developing the ability to effectively communicate for different purposes at school. The student may make errors that interfere with communication.

Level 4:

Proficient

At Level 4, student can effectively communicate for different purposes at school. The student may produce some errors.

Level 5:

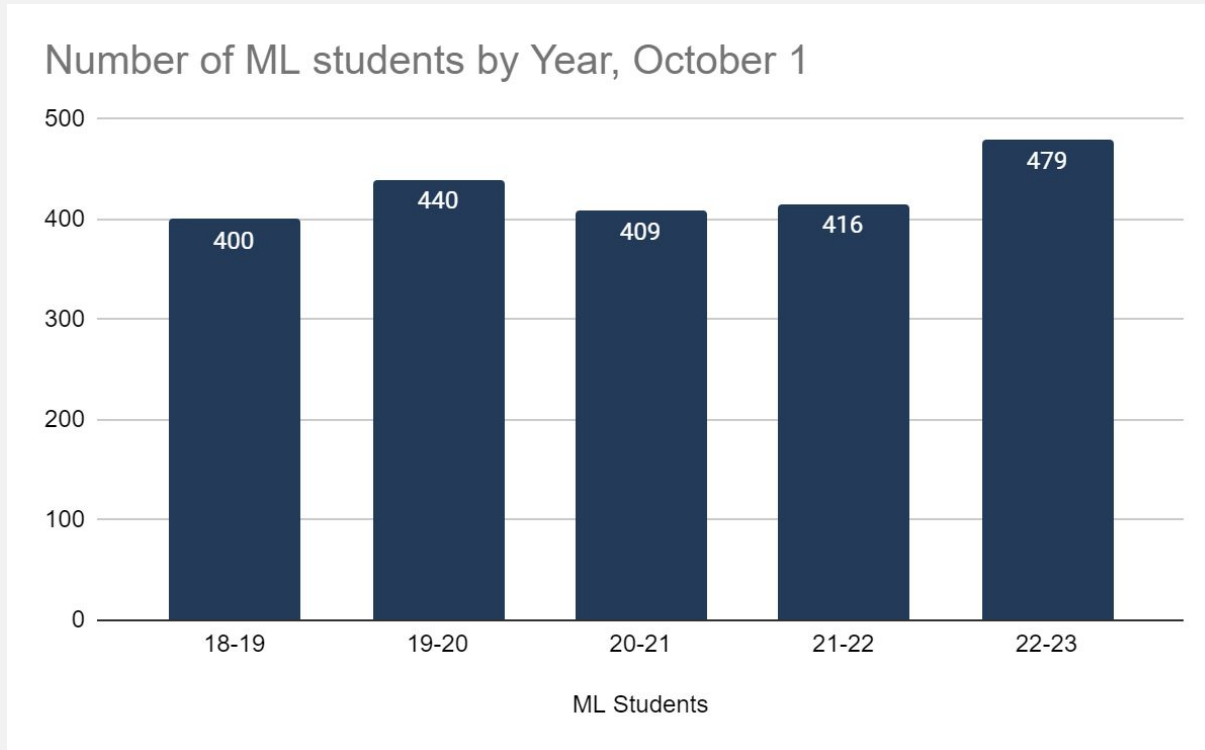
Above Proficient

At Level 5, student effectively communicates for social and academic purposes with few, if any, errors.

Las Links Exit Criteria

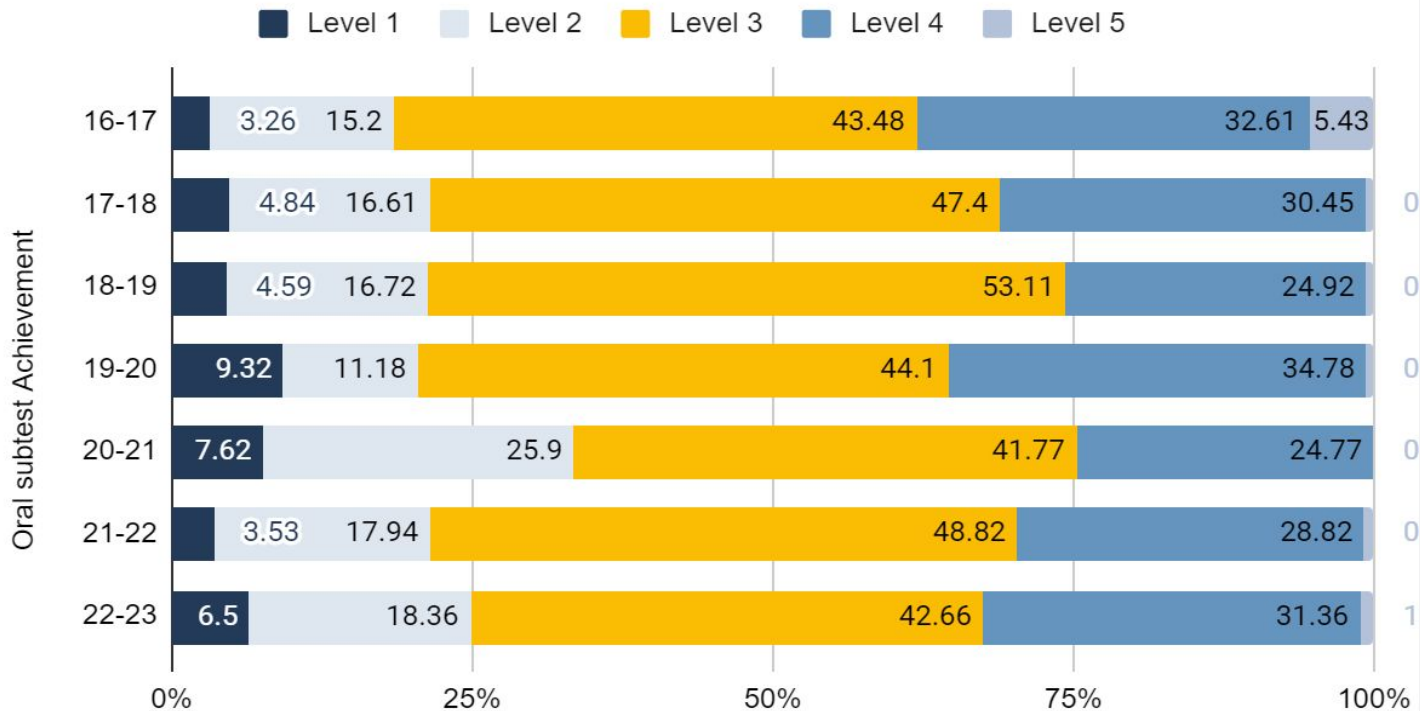
Grades	Las Links Scores
Kindergarten- Grade 12	Overall Level 4 or 5 AND Reading Score 4 or higher AND Writing Score 4 or higher

Multilingual Learner Enrollment



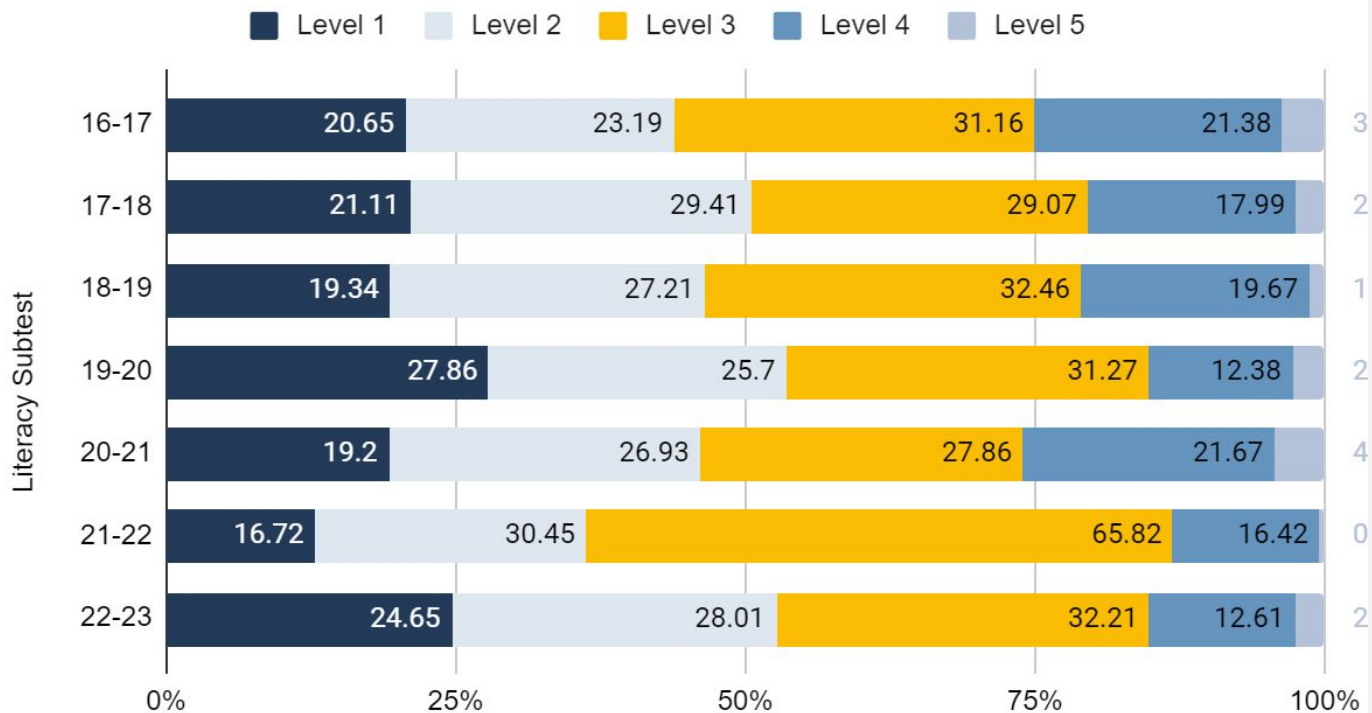
LAS Achievement Subtest Results

Oral Subtest on LAS Assessment



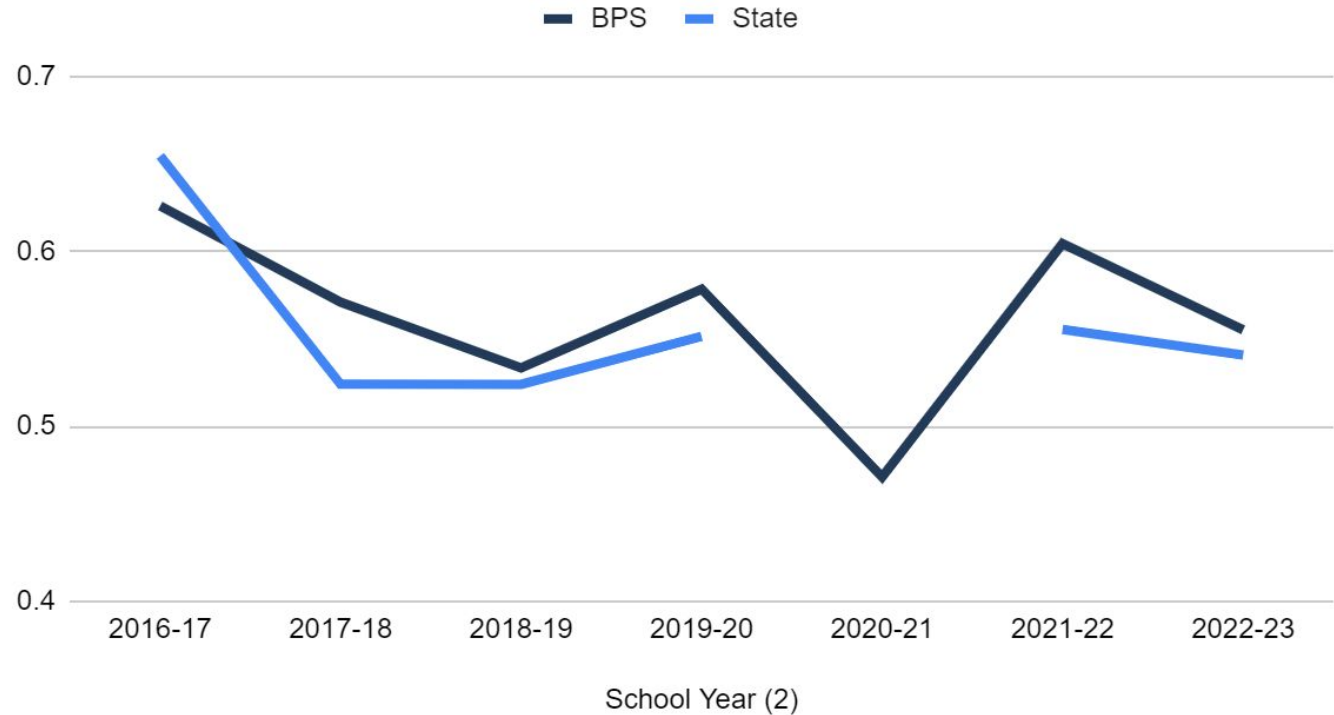
LAS Achievement Subtest Results

Literacy Subtest on LAS Assessment



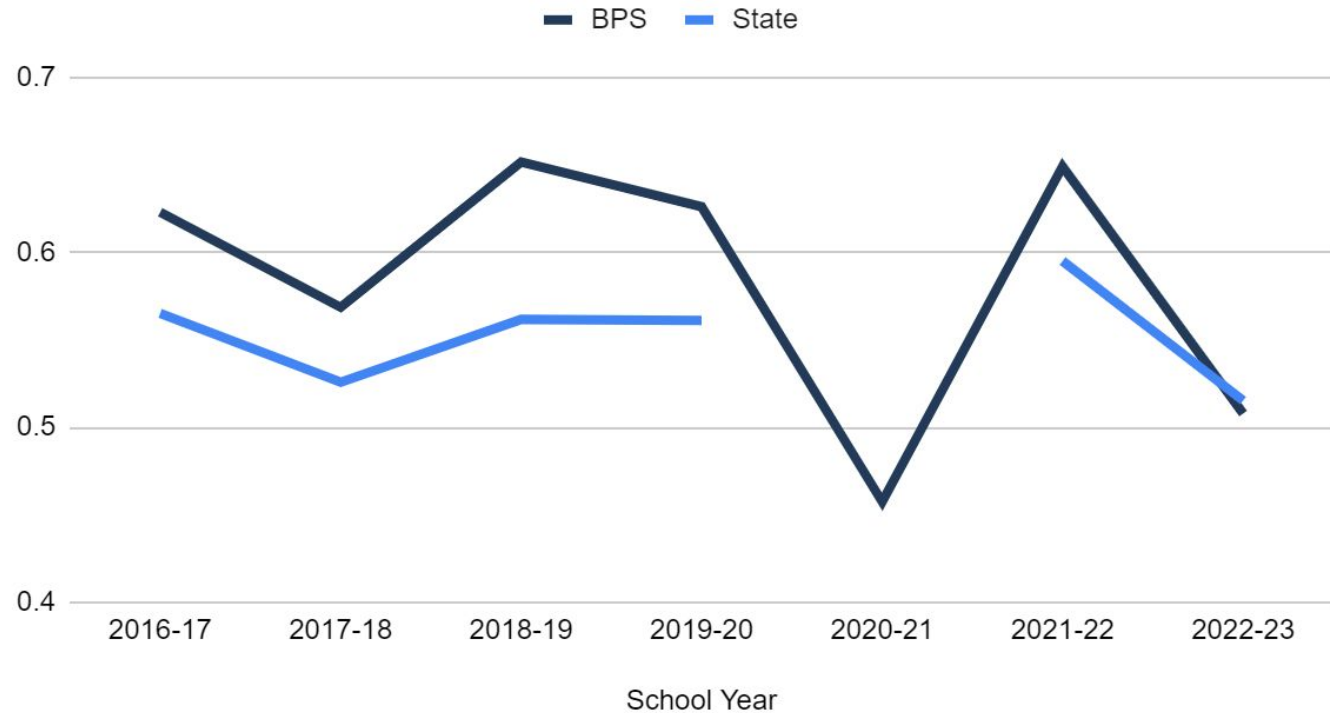
LAS Growth-Oral

Average % Target Achieved-Oral



LAS Growth-Literacy

Average % Target Achieved-Literacy



LAS Growth

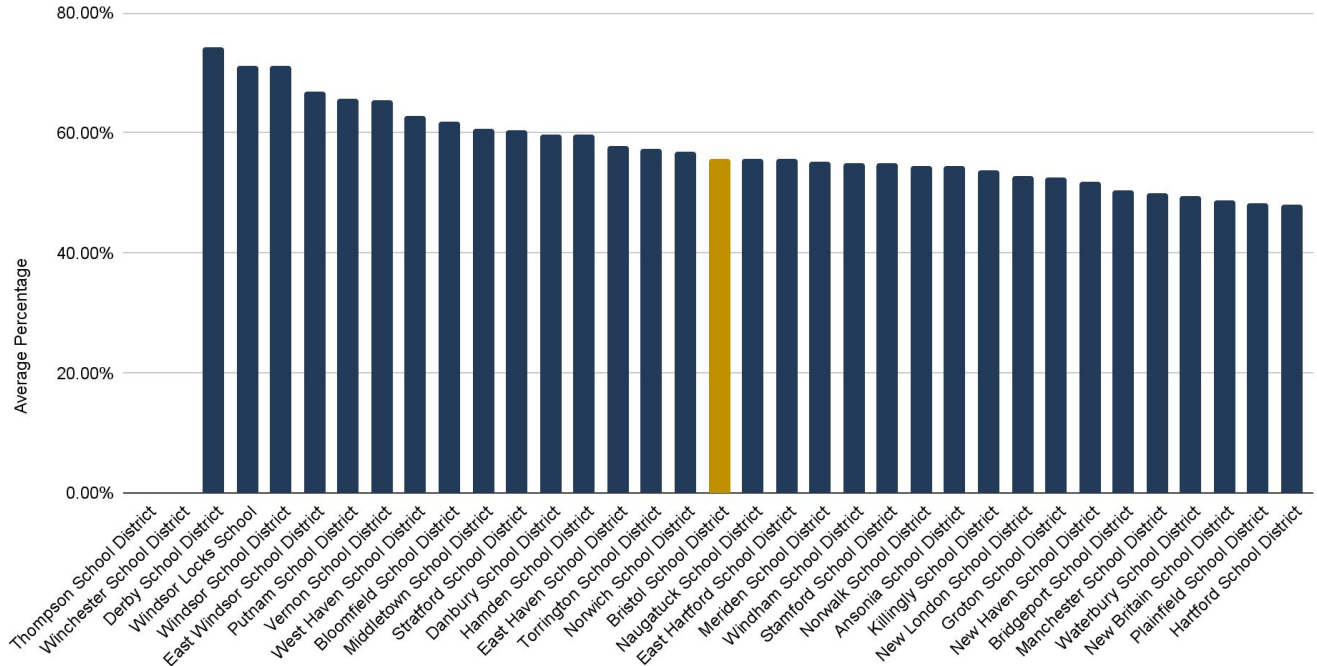
Greatest growth from 21-22 to 22-23 was shown in:

- Grade 1
- Grade 2-literacy
- Grade 6-oral language
- Grade 7-oral language
- Grade 8
- Grade 12-literacy

ML Students in these grades outgrew ML students across the state.

LAS Growth-Oral by Alliance Districts

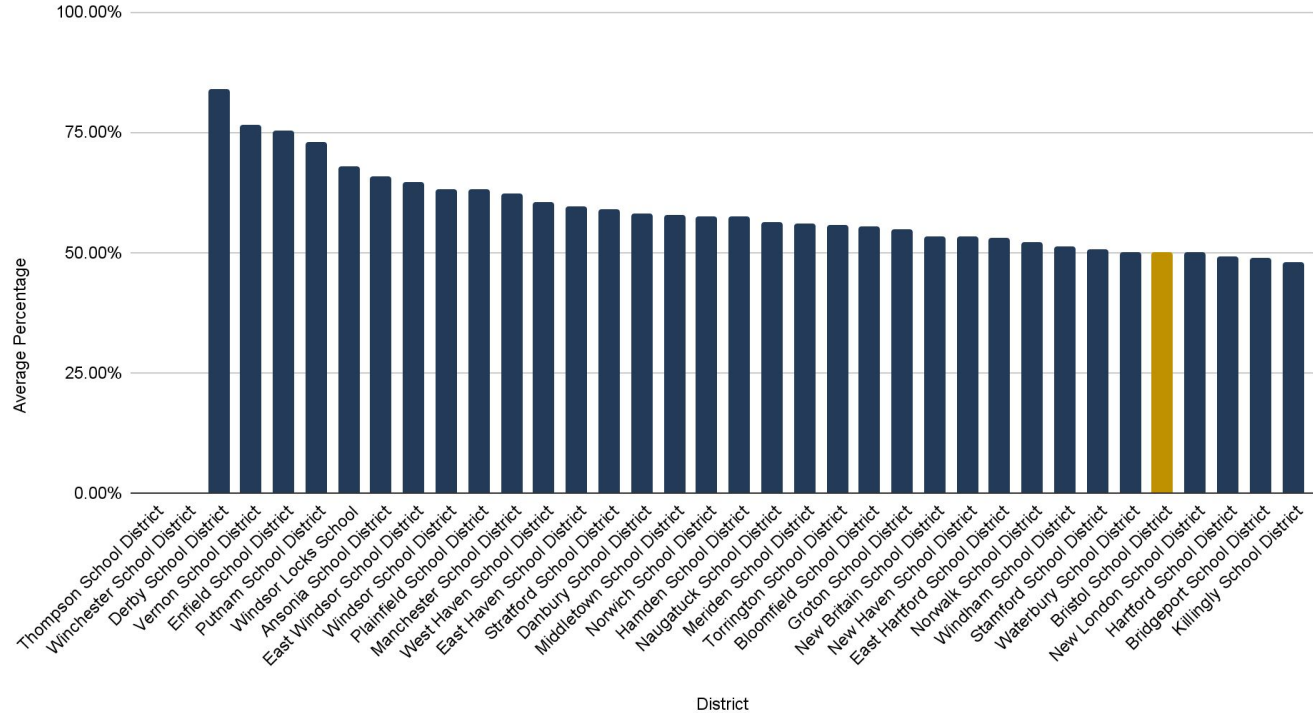
Average Percent Target Achieved Oral assessment 2023 by Alliance districts



District

LAS Growth-Literacy by Alliance Districts

Average Percent of Target Achieved Literacy 2023 by Alliance districts



Targeted Actions

- Creation of schedules to provide push in/ co-teaching opportunities
- Student Success Plans - explicit actions that can be taken throughout the day to support ML scholars. Plans are customized by level i.e. [Level 1](#) vs. [Level 4](#)
- Alignment to Tier 1 content with ML supports (scaffolds, entry points/access points)
- Data tracking systems to monitor student progress and inform instructional moves
- Lexia English
- Prioritize academic vocabulary instruction
- Focused and intensive small group instruction in reading
- ReadConn for all ML staff this year



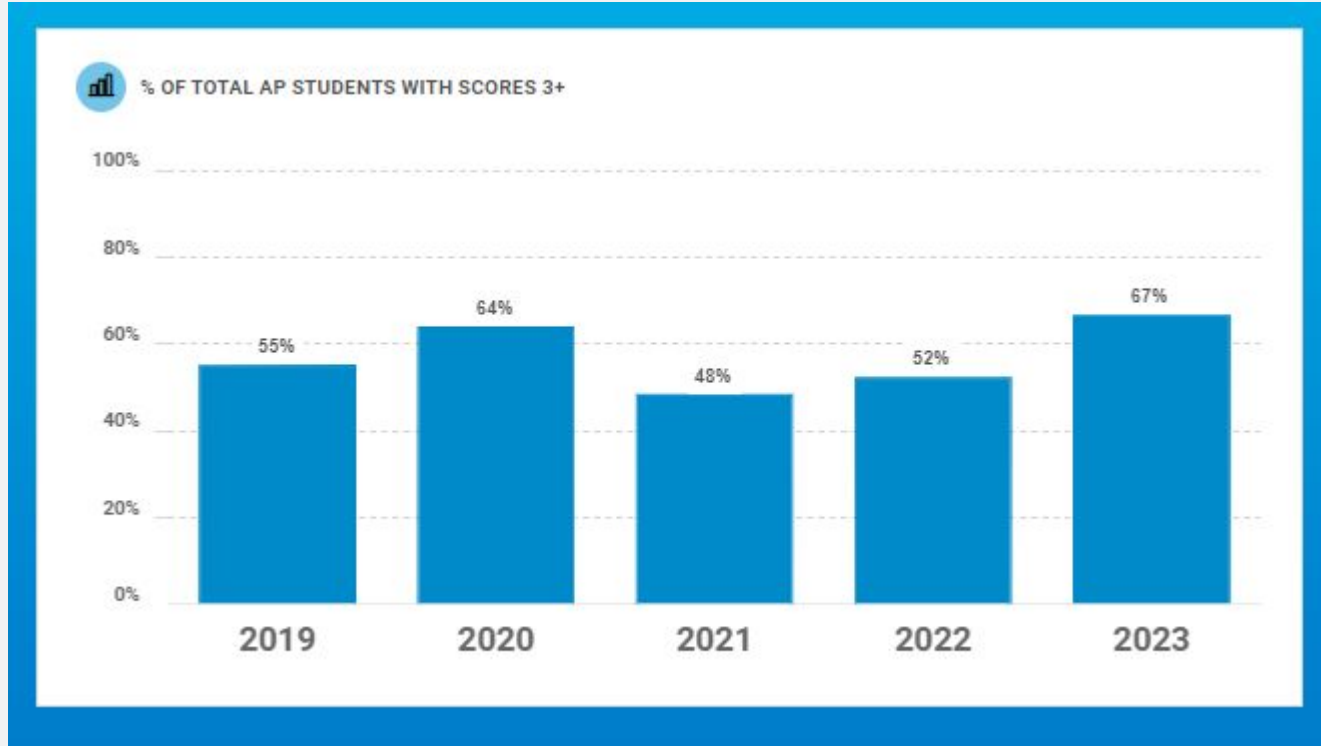
High School Achievement AP Review 22-23

September Student Achievement Committee

District Headlines of AP performance

- Achievement (scores of 3+) is highest it has been in the past five years for both Bristol Central and Bristol Eastern
- One-third of our courses have a pass rate that is greater than 75%
- The achievement percentage at Bristol Eastern HS is greater than the state average.

Five Year Summary for BC



Five Year Summary for BC



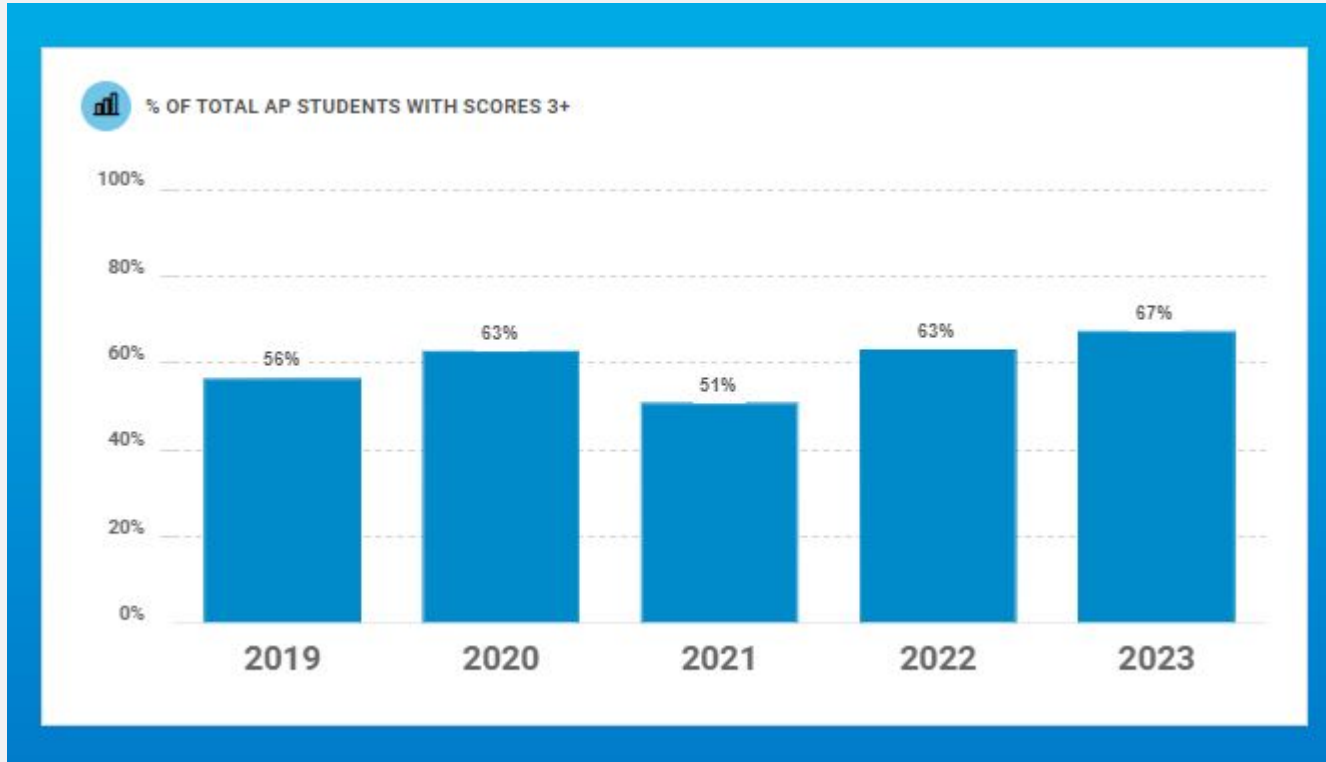
SCHOOL SUMMARY

	2019	2020	2021	2022	2023
Total AP Students	314	292	246	239	219
Number of Exams	547	444	369	369	334
AP Students with Scores 3+	173	187	119	125	146
% of Total AP Students with Scores 3+	55.10	64.04	48.37	52.30	66.67

Performance by Course

	1	2	3	4	5	3+	Total	% 3+
Biology	1	1	2	2		4	6	66.67%
Calculus AB			1	2		3	3	100.00%
Calculus BC		1	5	2	4	11	12	91.67%
Drawing			3	1		4	4	100.00%
English Language and Composition	4	14	10	4	2	16	34	47.06%
English Literature and Composition	2	7	25	12		37	46	80.43%
Human Geography	3	9	12	8	3	23	35	65.71%
Microeconomics	1					0	1	0.00%
Psychology	11	6	13	5	3	21	38	55.26%
Seminar		2	10	2	3	15	17	88.24%
Spanish Language and Culture	1	3	6		2	8	12	66.67%
Statistics	8	14	17	7		24	46	52.17%
United States Government and Politics	11	22	21	4	7	32	65	49.23%
United States History	1	7	2	4		6	14	42.86%
World History: Modern			1			1	1	100.00%

Five Year Summary for BE



Five Year Summary for BE



SCHOOL SUMMARY

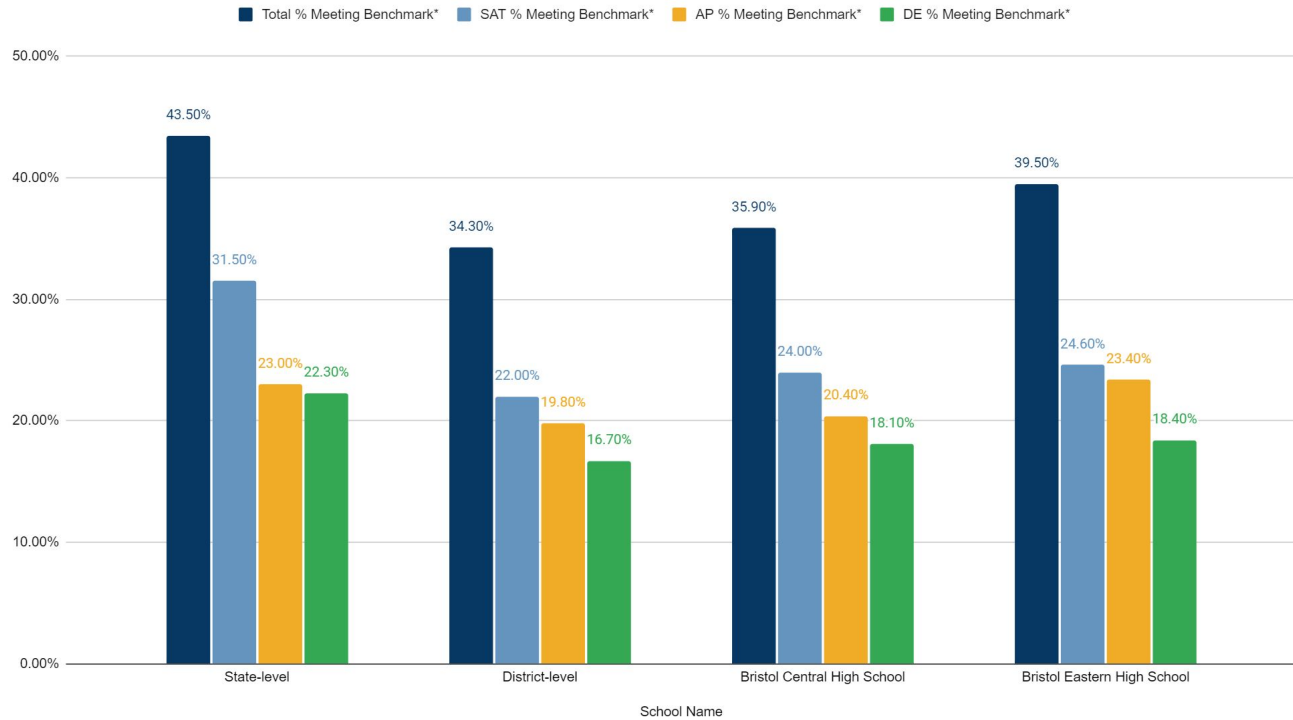
	2019	2020	2021	2022	2023
Total AP Students	257	209	234	217	199
Number of Exams	431	327	367	333	287
AP Students with Scores 3+	145	131	119	137	134
% of Total AP Students with Scores 3+	56.42	62.68	50.85	63.13	67.34

Performance by Course

	1	2	3	4	5	3+	Total	
Biology	2	2	3	6		9	13	69.23%
Calculus BC	1	2	5	4	1	10	13	76.92%
Chemistry		1	4	7		11	12	91.67%
Computer Science A	8	1	2	2		4	13	30.77%
Drawing			5	3		8	8	100.00%
English Language and Composition	1	16	18	14		32	49	65.31%
Human Geography	2	3	5	7	3	15	20	75.00%
Psychology	14	6	5	4	2	11	31	35.48%
Research		1	9	1	1	11	12	91.67%
Seminar	3	2	21	9	1	31	36	86.11%
		4	5	3	4	12	16	75.00%
Statistics	3	5	5	2	2	9	17	52.94%
United States Government and Politics	8	14	6	3	2	11	33	33.33%
United States History	2	6	6			6	14	42.86%

Indicator 6

Total % Meeting Benchmark*, SAT % Meeting Benchmark*, AP % Meeting Benchmark* and DE % Meeting Benchmark*



Targeted Actions

- Focus on increasing enrollment in Advanced Placement classes
 - Ensure that all AVID students enroll in one dual enrollment or AP course before graduation
 - Use AP potential for direct conversations with students about coursework
 - Include student speakers sharing their AP experiences in Open House, course registration, and College-Planning Nights
 - Expand training for AP to teachers who have not previously taught the course(s)
- Focus on maintaining enrollment in AP courses in the first quarter
 - Review students' grades early to provide additional support toward meeting with success

CCR Enrollment

Percent CCR Course Taking

97.9%

School Year: 2022-23

Met Indicator 5	AP/Dual Enrollment	CTE Met Criteria	Workplace Experience
1215	453	1201	40

CCR Course Taking School Year Comparison

Fall of Year ▲	Numerator	Denominator	Percent CCR Course Taking	Difference
2021	1,024	1,172	87.4%	.
2022	1,215	1,241	97.9%	10.5%

Bristol Public Schools

Family Engagement Requirements for Grants

Prepared and Presented by C.Fortin for Student Achievement Committee September 20, 2023

CURRENT STATUS

1. Title I Parent Engagement Funds

- a. Title I schools for the past four+ years: GHS, WBS, EPH, STAFF, SSS, CHMS; upcoming year will be ALL elementary, K-8, and middle schools.
- b. Required to:
 - i. Spend 1% of TI allocation on Parent Engagement (ranged from \$2000-\$5000)
 1. Funded on PPA for every impoverished student at the school
 - ii. Provide notice and information regarding the education of their children
 1. Right to Know
 - a. Qualifications of teachers based on family request
 - b. Achievement and assessment information
 - c. 4-week notice
 - iii. Implementing activities that engage families in the school community and with their children
 1. Input on the school improvement plan at the beginning and periodically throughout the year
 2. Contribute to the development of the family compact
- c. Use of funds:
 - i. **Supported Family Resource Center; especially for South Side School (GHS, WBS, SSS)**
 - ii. Family events
 1. **During the day--Classroom visits and observations**
 2. Before/After school activities
 - a. **Back-to-school celebrations (BBQ, dinners, etc.)**
 - b. **Relationship-building Events such as:**
 - i. Family Field trips
 - ii. Breakfasts with family (eg., Doughnuts with Dads)
 - iii. Activities utilizing the talents of our teachers
 1. Boomwacker night
 2. Paint Night
 3. ST Math night
 - c. Family-Staff-Student Competitions, eg.: Glow Ball
- d. 23-24: Schools will have between \$1000-4000 for family activities; to continue to support the FRC, we'll be coordinating family activity planning with one to two individuals who will plan activities across the district. There will be a range of 2-6 activities per school planned; funds for supplies will be limited.

Other Grant-Funds with voluntary set-asides for family engagement

McKinney-Vento Homeless Assistance funds 3 homeless family liaisons

Title IV funds 4 family liaisons to support families new to the district

ESSER II funded 2 bilingual family liaisons; using the Alliance grant to continue this support.

ESSER ARP funded Family Partnership Activities planned by schools at their application for a total of \$16,825 over the past three years. Activities included: Quarter One is over, now what?, WB Family Literacy and Math Nights, LEAD Sensory Awareness Day, Caring Adult Day at EPH, ACES Writing Celebration, Family Story Time, Family Turkey Bingo, Pre-K Winter Fun with Valentine the Clown, and more.

ESSER ARP also funded \$80,530 in wraparound services, a portion of which included home visits for students who are not regularly attending school. Wraparound funds also included tutoring services before and after school.

Adult Education PEP Grant for Family Literacy funds parent education classes for families enrolled in Adult Education. The greatest number of adults in our Adult Education program are those for whom English is another language. Many adults with children in BPS participate in this program.

EFFECTIVENESS

1. In order to access any funds from the grants listed above for the purpose of family engagement, school leaders must submit an activity proposal. We seek to ensure that activities that are funded are those with moderate to high impact based on state guidance.
2. Right now, we collect information regarding family participation and some anecdotal feedback from school principals. Schools conduct their own evaluation based on participation and feedback. That information is housed with our principals and is not centrally available.

CAPACITY/RESOURCES

The Office of Teaching and Learning has provided professional development, especially post-COVID to support school leaders' and teachers' understanding of family engagement. Slides copied below.

In addition, we partner with the Family Resource Centers at Greene-Hills School, West Bristol School, and South Side School to coordinate activities with them. Family connection is

most critical in their work so we tap into their knowledge and expertise in the design of our activities.

Part B: Communicating with Families



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Your voice, your communication, is valued by our students and families.

Thank you for making those connections!



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Learning Targets

- I can envision how I will partner with parents, guardians, and family members to better serve the students I teach.
- I can plan a communication strategy that aims to fostering the partnerships I envision in all learning formats (in-person, blended or distance learning).



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Success Criteria



Learning Targets	Success Criteria
<ul style="list-style-type: none"> • I will envision how I will partner with parents, guardians, and family members to better serve the students I teach. 	<ul style="list-style-type: none"> • My vision for partnering with families will be crafted so that I can express to the families of the students I work with how family partnership will help our children succeed.
<ul style="list-style-type: none"> • I will plan a communication strategy that aims to foster the partnerships I envision in all learning formats (in-person, blended or distance learning). 	<ul style="list-style-type: none"> • I will have a communication strategy that will consider and utilize the methods of communication families prefer and will fit within a regular routine of my instruction.



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ENGAGE

What words come to mind when we think of the word “Partnership”?

Answer this question with a few words in the poll that accompanies this slide.



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Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar



EXPLORE

CSDE Family Partnership Guiding Principles

Read the CT Department of Education publication:

[Full, Equal and Equitable Partnerships with Families](#)

Discuss:

How did distance learning impact your ability to enact these guiding principles? Did distance learning provide any new opportunities that resulted in positive outcomes? Did distance learning present new challenges in enacting these outcomes?



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EXPLAIN

Being intentional with your communication strategy

Who?	<ul style="list-style-type: none">• What audience am I trying to reach?• What do I know about them and their understanding, their information needs, and their preferences?• What secondary audience am I also trying to reach?
Why?	<ul style="list-style-type: none">• What purpose do I have in mind?• What am I trying to achieve?• What do I want the audience to do?
What?	<ul style="list-style-type: none">• What information or messages--what content do I want to communicate to achieve my purpose, to motivate and activate?



EXPLAIN

Being intentional with your communication strategy

How?	<ul style="list-style-type: none">• What options do I have for communicating with families?• What communication methods will be most effective for my audience?
When?	<ul style="list-style-type: none">• What critical timing is involved?• Should I establish a routine?• When is the best time for families to receive messages?
How is it going?	<ul style="list-style-type: none">• Is the communication working? Is it achieving what I hoped it would?• What feedback am I receiving?

Spotlight on Equity: Communication Strategy



“We see things not as they are, but as we are.”
Anais Nin

How does this quote describe what our experiences and expectations regarding family communication may be?



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Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar



Spotlight on Equity: Communication Strategy

Working from a Culturally Responsive Perspective toward Authentic Partnership

Exploration	Identify and describe culturally-based practices and resources from diverse perspectives--funds of knowledge--and integration this exploration into the experiences of children in their learning environments at home and school.
Expectation	Expect that diverse families will be intentionally and proactively engaged in their children's learning and school experiences by providing ways for participation that are responsive to the contexts and benefits for these families (e.g., that acknowledge and honor their funds of knowledge).
Education	Teach families about the educational system (e.g., milestones, key agencies and administrators, interpreting school data) to help them advocate effectively for their children.
Empowerment	Empower families with tools they need to support and advocate as authentic partners in the education of their children.



High Impact Family Engagement-Early Childhood

CHART 1

What Does High-Impact Family Engagement Look Like in Early Childhood Programs?

Higher Impact on student learning and development	Moderate Impact	Lower Impact
1. Families and childcare providers do neighborhood walks to meet prospective families and hand out program information, books, and growth charts.	Springtime open house for new families, hosted by current families.	Preschool registration on program website or drop in.
2. Family-to-Family Learning! Pre-K families share family engagement strategies with new families in familiar neighborhood settings and sign them up for things like Parent Teacher Home Visits, Ready4K, and Community Café. Short videos of families' sharing are sent with texts or emails to families who couldn't attend, with sign-up sheets and surveys attached.	Family Night. Families visit classrooms, meet teachers, view children's work, sign-up to volunteer, and receive a family phone tree compiled by staff.	Back to School Night. Families visit classrooms, meet teachers, and have refreshments.



High Impact Family Engagement-Early Childhood

Higher Impact on student learning and development	Moderate Impact	Lower Impact
3. A program communication app, like Class DOJO, creates two-way communication and ongoing exchange of knowledge between families and teachers.	Monthly phone calls, emails, or texts with information on program activities.	Program newsletter with generic messaging.
4. Children take turns taking home The Book Bag (a book, a journal with family assignment, and colored pencils). When the Book Bag is returned after two nights, children share their experience and drawings during morning meeting.	Children pick a book to take home so their families can read aloud.	Families volunteer to read stories in the program.
5. During classroom observations, teachers model strategies to support specific learning at home. Families ask questions and practice strategies with each other then go home with a "tip sheet." Short videos modeling the strategies are sent with emails or texts to families who couldn't attend, and a list of the families' questions and teachers' answers are attached along with the tip sheet.	At evening meetings, staff share information regarding areas of child development with families and show how those areas are covered in the classroom.	Teachers send home written materials on developmental areas (e.g. social-emotional, motor, cognitive).



High Impact Family Engagement-Early Childhood

Higher Impact on student learning and development	Moderate Impact	Lower Impact
6. Parent Teacher Home Visits twice a year. Teachers visit in the fall to launch relationships and in winter or spring to share information to support smooth transition to kindergarten.	Parent-Teacher Conferences twice a year, available evenings and on weekends.	Parent Teacher Conferences by appointment during work days.
7. Monthly Community Cafés Hosted by trained family members, parents take part in meaningful, guided conversations during which they support and learn from each other and collect input and feedback for the program.	Monthly breakfast gatherings for families and staff.	Families can visit the program site by appointment.
8. Community Café participants have a voice in all major program decisions and develop and support parent-initiated projects.	Families can volunteer to meet with program director or family care provider quarterly to share family feedback.	Suggestion box in the office/provider's home.



High Impact Family Engagement-Early Childhood

Higher Impact on student learning and development	Moderate Impact	Lower Impact
9. Families Come to Build Day! Scheduled throughout the year, family members come to school to build with their children. Teachers collect a huge variety of blocks, put up posters with tips for the activity so family members ask open-ended questions, model appropriate descriptive vocabulary, and document the building process with photos and dictated stories from the children.	Family Day Events planned by families, family members come to school, read to their children, do crafts, and enjoy refreshments.	Family Day Celebration Annual party with games and food.



High Impact Family Engagement-Elementary

CHART 2 What Does High Impact Family Engagement Look Like in Elementary Schools?

Higher Impact on student learning and development	Moderate Impact	Lower Impact
<p>1. Back to School Night class meetings where parents and teachers:</p> <ul style="list-style-type: none"> • Share learning strategies • Review key skills for students with home learning tips • Develop a communications plan 	<p>Open House</p> <ul style="list-style-type: none"> • Parents tour school, chat with teachers • Classroom visits to meet teacher • Exhibits of student work 	<p>Back to School night in the auditorium</p> <ul style="list-style-type: none"> • Panel of speakers • Pass out student handbooks • Hand out school calendar



High Impact Family Engagement-Elementary

Higher Impact on student learning and development	Moderate Impact	Lower Impact
2. Regular two-way calls/texts/emails to share progress and tips.	Positive personal phone calls home	Robocalls about school events
3. Family center, staffed, with workshops on learning strategies, referrals to social services, and informal gatherings.	Parent resource room with toys, games and books to borrow	School newsletters with generic messages
4. Relationship-building home visits by teachers, voluntary for both teachers and families and available for all families.	Coffee with the principal; Muffins for Moms; Donuts with Dads	Potlucks, other traditional whole-school-based events



High Impact Family Engagement-Elementary

Higher Impact on student learning and development	Moderate Impact	Lower Impact
5. Story quilting workshops and poetry slams where parents, teachers and students all tell their stories, share their work.	School book club and authors' tea featuring student writers	Student performances
6. Classroom observations with mini-lessons; weekly data-sharing folders go home, with space for parent comments.	Interactive homework with tips for home learning	Curriculum nights
7. Student-led conferences with portfolios of student work, followed by 1:1 conversations about learning, to set goals.	Parent-teacher conferences twice a year, available evenings and weekend	Parent-teacher conferences, during work day
8. Tours of school led by students and community walks led by parents and custodians.	Monthly breakfasts for new families	Visit school by appointment



High Impact Family Engagement-Elementary

Higher Impact on student learning and development	Moderate Impact	Lower Impact
9. School council has voice in all major decisions; develops and supports parent-initiated projects.	Parent organization meets with principal to discuss suggestions	Suggestion box in office
10. Candidate forum at Fun Fair; parents and students meet in advance, prepare to ask questions regarding issues affecting families.	Candidates for election invited to Fun Fair	Fall Fun Fair
11. Parent leadership classes strengthen family capacity to navigate the system, be effective advocates, and take part in school councils and committees.	Adult learning evenings	Parenting classes



High Impact Family Engagement-Middle/High

Higher Impact on student learning/success	Moderate Impact	Lower Impact
<p>1. Transition program – events at feeder schools, tours of new school, 4-week HS prep summer course – welcomes families:</p> <ul style="list-style-type: none">• Convey college/career prep focus - your student will graduate in 4 years with college acceptance letter in hand• Relate academic programs to careers• Prepare students for high school work• Help families construct their role in supporting their students' success	<p>Fall Family Academy to orient incoming families to expectations of students, such as attendance requirements and credits needed for graduation.</p>	<p>At freshman orientation, parents can pick up their students' class schedules and bus passes, and tour the school.</p>
<p>2. Workshops for families:</p> <ul style="list-style-type: none">• Courses needed to graduate and go to college/post-secondary education• What high-level academic work looks like at each grade level• Where to get needed help for students• Tests, applications and timelines required for college	<p>Staff conduct trainings for families to help them understand how to navigate the requirements of high school.</p>	<p>Information sheets about school programs and college resources available in the school office.</p>
<p>3. Advisory System: Each student has an adult advisor who develops close relationships with families to co-design students' academic program, set up regular communications, and serve as main contact.</p>	<p>Parent liaisons check in with parents about use of homework help and other resources for students.</p>	<p>Parents receive "early-bird" notices from school when their students fall behind.</p>



High Impact Family Engagement-Middle/High

Higher Impact on student learning/success	Moderate Impact	Lower Impact
<p>4. Monitoring progress:</p> <ul style="list-style-type: none"> Coursework sequence and college track requirements are clear and explicit Advisors keep parents current on student progress, with focus on students at risk Parents invited to exhibits of student work, where students present and critique their work Parents are reminded to check classroom websites for information on projects and student work Student-led conferences review portfolio of student work, supports needed to do their best work and stay on track 	<p>Parent liaisons help parents use district's student performance tracking system. Teachers keep a record of students' "positive traits" to share in "good news" calls.</p>	<p>School contacts families when students are having a problem with academics or behavior.</p>
<p>5. College and career planning begins early, a graduation plan is done by end of 9th grade:</p> <ul style="list-style-type: none"> Parents invited to post-secondary education fairs Staff recruit parents to visit colleges Workshops for parents on PSAT, SAT, and ACT exams; offer help completing college applications and applying for financial aid Parents given guiding questions for discussing Student Success Plans with their student to reflect on successes, areas for growth and new goals Special assistance for undocumented families 	<p>College/Technical Program fair every fall, with focus on 11th and 12th graders. Parent liaisons and community partners reach out to invite families and remind them to review the Student Success Plan for their child.</p>	<p>Parents can make appointments to confer with guidance counselors, and receive a handout with information about how to review the Student Success Plan.</p>



High Impact Family Engagement-Middle/High

Higher Impact on student learning/success	Moderate Impact	Lower Impact
<p>6. Parent organization and leadership represent all families in the school.</p> <ul style="list-style-type: none"> Parent leaders sit on college pathways and school leadership teams Parent organization does focus groups with families to surface issues and report back to school leadership 	<p>Homework help and mentoring program to ensure families know about and can access academic help for their student.</p>	<p>AmeriCorps volunteers distribute flyers throughout the community to remind parents about events and parent-teacher conferences.</p>