



# Brookfield Public Schools Strategic Coherence Plan

## 2016-2021



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**Brookfield Public Schools**  
***Strategic Coherence Plan***

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## Preamble

The Strategic Coherence Plan will guide the future work of the Board of Education, community, and educators. The District Improvement Plan (DIP), as a living document, will be continuously evaluated and updated in alignment with the Strategic Coherence Plan. Additionally, each school team will annually evaluate and update their School Improvement Plan (SIP), as aligned to the DIP, in response to measured and observed student needs. Furthermore, the personal performance goals of administrators and teachers will be aligned with the SIP of their respective buildings. Significantly, the relationship of the Strategic Coherence Plan, the District Improvement Plan, and the School Improvement Plans is both dynamic and symbiotic. Ultimately, it is this relationship that will empower all components of the school system, intentionally driving the progress of the district to best serve Brookfield students.

## Executive Summary

This report is designed to tell the story of Brookfield's strategic coherence planning process. The Strategic-Coherence Planning Committee, made up of educators, parents, and a Board of Education member, has convened on several occasions to initiate this important work. *The vision of the Strategic-Coherence planning process is to create a set of focused goals that identify the most critical, coherent strategic changes that need to be made to address data-based challenges over the next three to five years.* A major component of any successful organization is unity of purpose. With stakeholder input, important value has been added to the strategic planning process.

The Committee has been reflecting on current and past performance, considering the current changes in education, and refining the district's core values and mission statement. We have articulated several core areas of focus:

*Communications & Collaboration  
Creativity and Innovation*

*Critical Thinking & Problem Solving  
Character & Connection*

The Strategic Coherence Planning process provides the foundation for a viable planning document that explicitly undergirds the actions necessary to propel the students of the Brookfield Public Schools toward their fullest potential. This multi-year effort will reframe the public school experience in Brookfield so that the district's Mission to inspire, challenge and prepare all students to live meaningful and productive lives can be realized.

The world around us has changed. With the advent of the digital age and the ever-shrinking global economy, the definition of what it means to appropriately prepare a student for life learning and work beyond school has been transformed. Content knowledge is no longer enough to ensure student success – there is a growing consensus that a definable set of skills is needed for all students to help them prepare for the challenges they will face. Without these skills, students will have limited choices and will not have the ability to appropriately adjust and learn as circumstances and opportunities change throughout their lives. This Strategic Coherence Planning process was designed to determine and ensure that Brookfield Public Schools graduates develop the skills (critical and creative thinking, problem solving, effectively communicating, and collaborating) and the content knowledge they need to succeed - regardless of their future path of choice. The actions identified by the plan outline what needs to happen to realize this vision.



Unlike traditional strategic planning, which seeks to collect data and set goals related to numerous and frequently unrelated topics, this Strategic Coherence Plan is totally focused on precisely those elements of work that support student success for an ever-changing world.

How are K-12 teaching and classroom experiences facilitating student practice of critical/creative thinking, problem solving, and communication?

How are we measuring our success and using K-12 data to create accountability and the continuous improvement of student performance?

How do we budget, plan, and ensure that all of our K-12 work is designed to increase the number of children who leave Brookfield ready to execute these skills at a high level?

Ultimately, we must ensure that all Brookfield students graduate ready to succeed in the 21st century global community. Focusing on the questions just posed, while building upon the great things that currently are in place in Brookfield, the members of the Strategic Coherence Planning team have identified necessary actions to guide the work for the next five years. As the proposed actions are implemented, the district-wide focus will increasingly spotlight how students can demonstrate the degree to which they have mastered content, critical/creative thinking, problem solving, communication, and collaboration.

Students will engage in rigorous learning activities and receive specific, personalized feedback to guide them as reflective, self-directed learners and problem solvers. Moreover, vertical alignment, from kindergarten to graduation, will ensure continuous measurable growth towards district goals, which will be communicated to students, parents, and the community.

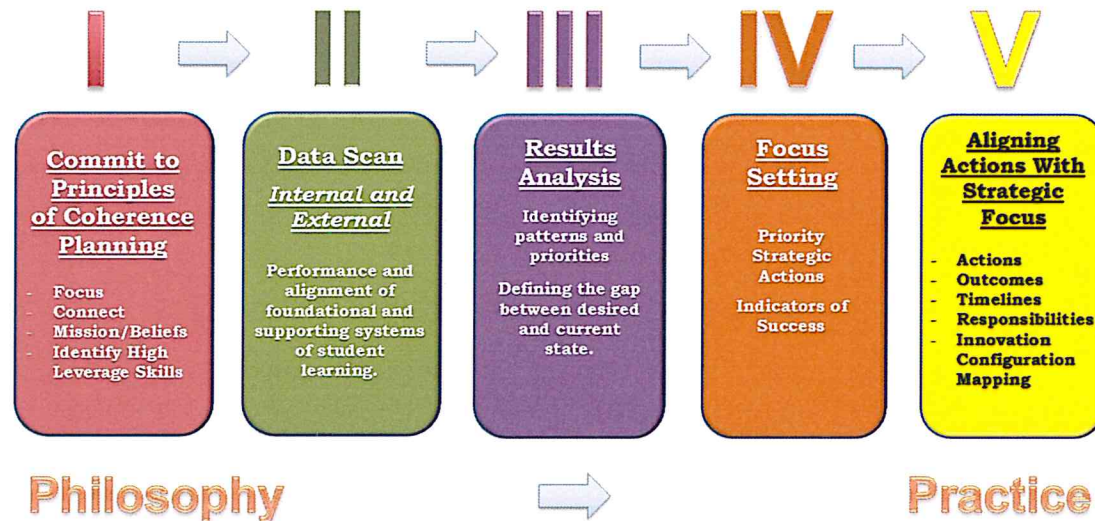
Budgets and resources will reflect the district's commitment to support the success of all students. To improve professional practice and build student capacity for critical/creative thinking, problem solving, communication, and collaboration, the district will build upon current successful practices, while creating the instructional space for teachers to address the goals of the Strategic Coherence Plan.



## Planning Context

Situated along the Housatonic River Valley, Brookfield is a suburban community and home to 16,500 residents. The Brookfield Public Schools enrolls approximately 2,700 students who attend one of 4 educational facilities: Center Elementary (K-1), Huckleberry Hill Elementary (2-4), Whisconier Middle (5-8) and Brookfield High School (9-12).

Brookfield has traditionally been a high-performing school district and a source of pride within its community. Recent years have brought a series of both external and internal challenges to this record of achievement. As a response, in the spring of 2015, John Barile was appointed Superintendent of Schools. Following Barile's appointment several new administrators were appointed including Dr. Maureen Ruby - Assistant Superintendent, Mr. Al Cameron - Director of Finance and Operations,, and Mr. Marc Balanda - Brookfield High School Principal. With the support of the Board of Education, Superintendent Barile launched an effort to bring focus, control and coherence to Brookfield's pursuit of improved student learning. To accomplish this, the district engaged consultant Jonathan Costa and committed to using Strategic Coherence Planning, a process that employs a backwards design method similar to those employed by curriculum and instructional designers. Backwards design allows participants to start the improvement process by agreeing on what student success (skills and attributes) would look like for Brookfield students and then focuses solely on those research-based practices that ensure a coherent PreK-12 system to support student success. The five phase process of Strategic Coherence Planning is outlined below (*Figure 1*) and is described in greater detail in the next section of this report.



(Figure 1)

With this student centered focus, the complete Strategic Coherence Planning process is designed to create a system dedicated to ensuring that every Brookfield child acquires the skills and attributes required for success in life, learning, and work beyond school. The Board of Education endorsed this approach and in January of 2016, Superintendent Barile convened a Strategic Coherence Planning Team consisting of key staff members, Board of Education members, and community representatives to begin the work required in each of the five phases. The members of this Strategic Coherence Planning Team and their affiliations are as follows:

**Board**

Colette Sturm-Board Coordinator/liaison

**District**

John Barile  
Maureen Ruby  
Charlie Manos

**Brookfield High School**

Marc Balanda  
Pam Garrett

**Whisconier Middle School**

Deane Renda  
Jason Milde  
Susan Queenan

**Huckleberry Hill**

Mary Rose Dymond  
Kim Tolle  
Kathryn Ciriello

**Center School**

Katie Heineman  
Deb Farias  
Shawn Knapp



## Work Process and Planning Phases Detail

The Strategic Coherence Planning team began their work with an introductory meeting on Monday, February 1<sup>st</sup> of 2016 designed to: 1. provide an orientation to the challenges presented by planning in this era, 2. familiarize everyone with the five phase strategic coherence planning process, and 3. to explore the basic principles of coherence that are the foundation of this approach to planning. These principles are summarized in the following declaration: *a district can only ensure student success in a digital age by articulating a clear vision of what that student success looks like and then thoughtfully connect that vision to specific goals for learning, aligned measures of learning, and associated effective teaching practices* (Figure 2 - Foundational Instructional Systems).

(Figure 2)



The past several years have demonstrated that due to a variety of external legislative mandates and internal distractions, well-intentioned educators, Board members, and community stakeholders have been misled to equate participation in multiple initiatives as progress toward goal achievement. Time and energy are finite resources and the more work that has to be done with those limited commodities the more fragmented and dispersed the efforts on the most important issues can become. Everything that we do must be about teaching and learning. We must always ask, “How does this help students learn?” If the initiative or activity does not contribute to the academic and behavioral learning of our students, then we must reconsider why we are spending time and money on it. Preparing our students for the 21<sup>st</sup> century means that we are always looking to improve our programs. “What will help our students become productive citizens and learners?” The Strategic Coherence Planning Team reviewed the major changes introduced in Connecticut, and by extension in Brookfield, over just the last five years:

- Testing and educator evaluation changes driven by Connecticut’s No Child Left Behind waiver which dramatically changed how educators are supervised and evaluated
- Explicit connections linking student test results to annual educator performance evaluation
- Implementation of Connecticut Core Standards with:
  - Increased expectations in Language Arts curriculum and instruction
  - Increased expectations in Mathematics curriculum and
- Increased expectations in Social Studies curriculum and instruction related to new national standards framework
- Science curriculum and instructional challenges including higher expectations related to the new Next Generation Science Standards
- Transition to a new generation of computer based adaptive student assessments
- New models of professional learning and support guided by a new set of voluntary Connecticut professional learning standards



- The continued transition from a primarily print based learning environment to one that features ready access to digital resources
- The challenges of meeting the social and emotional needs of students with increasingly diverse backgrounds and circumstances
- Additional compliance mandates associated with the Every Student Succeeds Act, which was passed by the United States Congress and goes into effect in August of 2016.

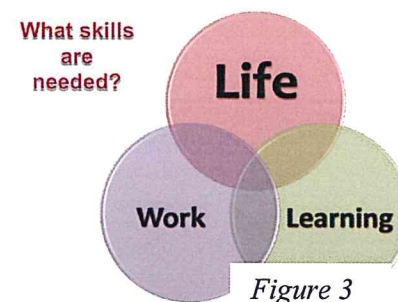
Implementation of these mandates would be an imposing challenge for any district. Implementation of the changes in expectations and curriculum, instruction, and assessment occurred during a time of district uncertainty and a transition in Brookfield's Central Office Leadership. This situation resulted in challenges to district initiative coherence and systematic approach to school improvement efforts. Thus, the Strategic Coherence Planning Team recognized the need to recommit to focusing on student success and establishing a blueprint to guide the improvement process.

Following the team's orientation to this conceptual background, The Strategic Coherence Planning Team explored the five phase planning process in detail. **Phase I** is about understanding the four Strategic Coherence Outcomes that frame the backwards design. This is why Phase I is entitled “Commit to the Principles of Coherence.” These outcomes are the reference point for each of the following phases of the planning process; the student goal setting, the data collection, and all of the action planning that is to come. Each of these four outcomes are described below with accompanying illustration of the foundational concept for each.

### **Strategic Coherence Outcome One: Goals for Learning**

*(Figure 3)*

The district has identified, defined and committed to supporting a focused set of appropriate student learning goals that will ensure student success in life, learning and work beyond school.



*Figure 3*

**Strategic Coherence Outcome Two: Teaching for Learning**  
(Figure 4)

The district has committed to supporting instructional and adult learning strategies that ensure rigorous, digitally supported pedagogical experiences aligned with the district's student goals.

| Instruction that depends and focuses less on these elements...  | ...and depends and focuses more on these elements.  |
|---|---|
| <p>Less paper<br/>Less about facts<br/>Less about single source research<br/>Less about rankings<br/>Less about memory and volume<br/>Less just in case cramming<br/>Less about compliance with rigid systems</p> | <p>More pixels<br/>More about skills<br/>More about synthesis of multiple information sources<br/>More about experiences<br/>More about judgment and rigor<br/>More just in time learning<br/>More about creating value for one's self and others</p> |

(Figure 4)

**Strategic Coherence Outcome Three: Measures of Learning**  
(Figure 5)

The district uses and reports on appropriate and balanced measures of student and adult success that are aligned with its student learning goals.

(Figure 5)

Measure what you  
**value**, value what  
you **measure**.



**Strategic Coherence Outcome Four: Alignment and Coherence**  
(Figure 6)

The district aligns its supporting organizational systems to support the acquisition of its student learning goals (the Yellow Gears – Community Engagement, Policy and Regulation, and Resource Allocations).



(Figure 6)



With the four Strategic Coherence Outcomes explained and explored, the Strategic Coherence Planning Team then received a preview of the other phases of the planning process.

**Phase II - Complete a data scan of existing practices compared to those described in the four coherence outcomes.**

**Phase III - Complete a results analysis to determine the gaps between the current state and the desired coherence outcomes.**

**Phase IV - Forge a consensus on which gaps are the most critical to address to set the focus for future work.**

**Phase V - Plan and align work and action across the organization to ensure that the coherence outcomes are realized and the associated levels of student success obtained.**

The final element of the opening meeting was the discussion of the long-term organizational structure that is supported by the Strategic Coherence Planning process. When successful, a school system that completes the process produces a plan that embodies the key attributes of student success as identified by their community. The process creates a system where student learning goals, measures and practices are aligned with adult performance goals, measures and practices, all which are driven and supported by a unified vision of goals, measures and practices at the organizational/building level (*Figure 7*).

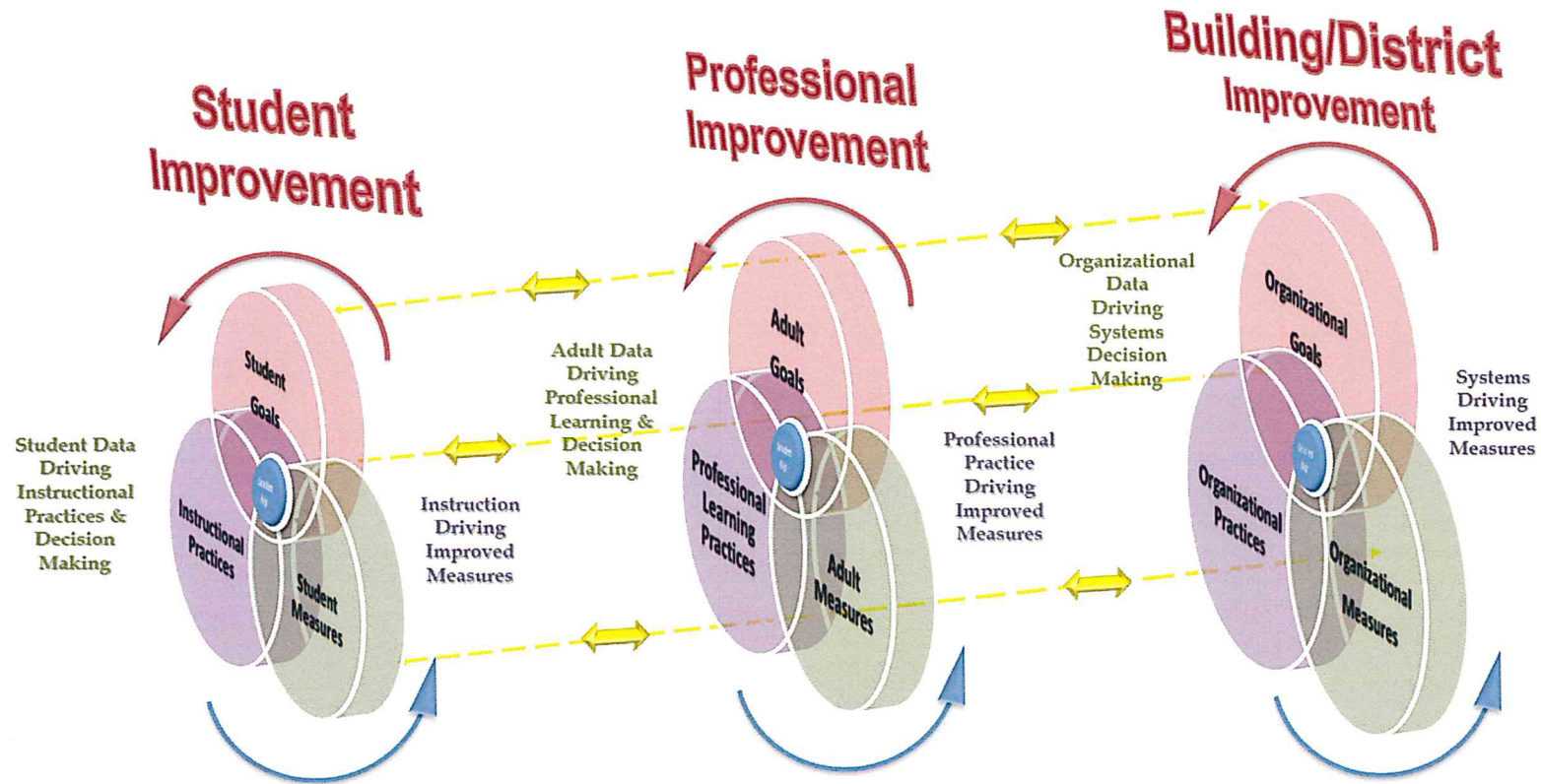


Figure 7)



With a commitment to strategic coherence, in the next part of Phase I the district revisits its foundational assumptions. This includes Mission, Vision, or Belief statements and the identification of those critical student learning skills and attributes that are the foundation of Coherence Outcome One. Next, the Strategic Coherence Planning team agreed that the existing mission statement of the Brookfield Public Schools was still appropriate, relevant, and completely aligned with the desired Strategic Coherence Planning outcomes. This Mission is displayed below:

## Mission of the Brookfield Public Schools

*To inspire, challenge and prepare all students to live meaningful and productive lives.*

*Every student is empowered to become a critical thinker, problem-solver,  
effective communicator, global citizen, and life-long learner through rigorous,  
relevant and comprehensive educational experiences, expansive student  
opportunities, and active community involvement.*

## Core Values of the Brookfield Public Schools

### **Comprehensive Education:**

We hold as a value that the district will provide an educational program that spans a wide range of curricula that can accommodate all children in meeting their educational needs.

**Safety:**

We hold as a value that all students and staff and other member of the school community will work in an environment that secures their physical and emotional well being.

**Life-long Learning:**

We hold as a value that all students will be taught the necessary skills and receive encouragement to be active and inquisitive learners throughout their lives.

**Citizenship:**

We hold as a value that all students will be taught that the obligation they have as citizens is to fulfill their civic responsibilities to their community, state and nation.

**Respect:**

We hold as a value that all students will hold themselves in high esteem and treat all others as they wish to be treated.

**Continuous Improvement:**

We hold as a value that all students and staff will continue to grow through ongoing experiences that fulfill their needs and enrich their knowledge.

State of the Schools 2011-2012

**Rigor:**

We hold as a value that all students will be challenged with a comprehensive array of high quality programs that enables them to expand the limits of their abilities.

**Communication:**

We hold as a value that all students will be taught and encouraged to articulate thoughts and ideas using oral, written, and non-verbal communication in a variety of forms and contexts integrating the array of communication resources available to them.

**Responsibility:**

We hold as a value that all students and staff will be accountable for their decisions and their actions.

**Integrity:**

We hold as a value that all students and staff will demonstrate an adherence to moral and ethical principles rooted in a sense of honesty and truthfulness.

**Collaboration:**

We hold that all students and staff will work effectively and respectfully with one another in groups to achieve common goals.

This mission statement provides the foundation for the identified attributes of a successful graduate by explicitly stating that critical thinking and problem solving, communication, collaboration, and creativity and innovation are essential elements of a Brookfield Public School education. Moreover, through the NEASC accreditation process at Brookfield High School, additional skills and civic and social attributes are added to the items noted in the mission. The complete NEASC framework from the high school is as follows:

**Profile of a Graduate from Brookfield Schools****Academic Expectations**

Brookfield High School expects all students will:

- Comprehend, acquire, evaluate and use information from various sources
- Develop and apply critical reasoning and problem solving skills
- Develop and apply creative thinking skills
- Communicate for a variety of purposes to a variety of audiences

**Social and Civic Expectations**

Brookfield High School expects all students to:

- Demonstrate shared responsibility for their own learning
- Develop ethical and respectful behavior, independence and self-discipline
- Demonstrate a shared partnership between school and the community
- Participate as active, responsible citizens in both school and the greater community, recognizing and respecting individual differences
- Develop a historical perspective, recognize the diversity of our heritage and understand America's role in the global community

At the April 1<sup>st</sup> retreat, the Strategic Coherence Planning team confirmed the core skills from the Mission Statement and the NEASC framework as the foundational focus of the Coherence Plan. Each Brookfield graduate will demonstrate critical thinking and problem solving, communication, collaboration, and creativity and innovation.



## Phase II Data Collection and Analysis

As the district Mission and desired student skills were confirmed, Phase II data collection was underway. The data collection process is designed to determine the gap between the current state of practice and the four articulated Coherence Outcomes. Additionally, this process provides an opportunity for analysis of external data points that may have an impact on planning. To accomplish the data collection task, the Strategic Coherence Planning Team was divided into five research and data collection groups. (*Figure 8*).

| <b>Group One</b><br>Goals for Learning | <b>Group Two</b><br>Teaching for Learning | <b>Group Three</b><br>Measures of Learning | <b>Group Four</b><br>Supporting Systems | <b>Group Five</b><br>External Factors |
|--|---|--|---|---------------------------------------|
| Katie Heineman                         | Deane Renda                               | Kim Tolle                                  | Marc Balanda                            | Kathryn Ciriello                      |
| Jason Milde                            | Debbie Farias                             | Pam Garrett                                | John Barile                             | Colette Sturm                         |
| Mary Rose Dymond                       | Susan Queenan                             | Maureen Ruby                               |   |                                       |
| Charlie Manos                          |   | Jillian Vigliotti                          |   |                                       |
|  |   | Shawn Knapp                                |   |                                       |
|  |   |  |   |                                       |

*Figure 8*

Each group was tasked with collecting data representative of the status of the district for each of the above identified challenges, framed through the lens of the goals, measures, and practices required to meet these needs. Provided with guiding questions, these groups worked with volunteers and other district staff over a ten week period to collect information, identify what the district was already doing in the identified areas, and finally to report back to their peers about what was needed to close the gap between *what was desired* and what was *actually happening in the district*.

Each of the first four groups rated the performance of the district specific to their areas of focus. *Figure 9* demonstrates the scale that each group used to determine their respective ratings. Ratings ranged from 0 (indicating “no evidence” of the desired practice) through 4 ( indicating systemically improving performance). Since Group Five was focusing on external data, they had no ratings to ascribe; rather they reported their findings as prioritized trends and implications in the following areas: Economics/Demographics, Mandates/Legislation, Historical Achievement Data Trends, Impact of Digital Tools for Learning, Local Context, and Other.

| Score                 | Description  |
|-----------------------|--|
| <b>0 –Not Present</b> | <b>The Desired Coherence Outcome is non-existent</b>   |
| <b>1 - Beginning</b>  | There may be some individual efforts or minimal group attempts, but there is no systemic evidence or process in place to support the existence of the Desired Coherence Outcome.   |
| <b>2 - Emergent</b>   | There have been systemic efforts to create the Desired Coherence Outcome, but its implementation is uneven and has yet to deliver meaningful changes in student or adult performance.  |
| <b>3 - Proficient</b> | There has been a systemic effort to create the Desired Coherence Outcome and it is generally working. It is regularly creating evidence of meaningful changes in student and adult performance.  |
| <b>4. Excellent</b>   | There has been a systemic effort to create the Desired Coherence Outcome and it is functioning effectively. There have been meaningful changes in student and adult performance and there is evidence that data is driving further improvements in the system. |

Figure 9

## Phase II Data Collection Outcomes and Phase III Results

At a data collection review gathering held on April 1st, groups presented their findings. Each groups findings are presented beginning on page 17 of this report in the same format. There is an outline of the specific questions each group was tasked with answering, followed by a summary of their ratings, and finally a two column grid that includes a narrative synthesizing findings. The items identified in this last column, represent the gaps between current practice and the desired coherence outcomes. These gaps will be prioritized and carried into Phase IV and V action planning. All of the Group Five local data is listed and designed to guide the selection of strategies planned for gap closing efforts.

The results of this activity, as prioritized by the team, indicate that the Brookfield Public Schools embarked on this planning effort on a foundation of strength. Among the identified district strengths are:



### Strengths...

1. Staff are committed to goals that serve the needs of the students
2. There is a history of promoting positive relationships, which create a collaborative improvement atmosphere
3. The district has worked to maximize professional learning opportunities
4. There is a commitment to working across the district to collaborate to build capacity
5. There is unified awareness of the need for and commitment to coherence
6. Utilization of technology, including PowerSchool and websites, etc. to maximize capacity for communication to educate the community

The group identified the most challenging barriers to success. *Recognition of potential barriers is critical when designing gap-closing strategies.* Unlike the district strengths which were listed above in no particular order of importance, after identifying these barriers, the team took the time to discuss and prioritize the predicted impact of each of the identified barriers. The numbers that follow each barrier presents the votes each item received during prioritization. Yellow highlights indicate the highest priority level, while the green highlight point to the second most important grouping.

### Restraining Forces...

1. Lack of unified district assessment philosophy/capacity/attitude 12
2. Need for centralized data source/resource/warehouse 9
3. Lack of unified curriculum resources 9
4. Lack of district/school alignment 8
5. Staff goal setting for evaluation (trust and risk taking) 4
6. Budget for technology capacity/infrastructure 4
7. Staff technology proficiency 4
8. Ongoing pressure of timelines and expectations 3
9. Goal setting alignment and focus lacks clear connection to student success 1
10. Staff training on parent communications 0

Finally, the group identified open questions to be answered or explored before moving to Phases IV and V planning. District administration and the planning consultant will provide support for the Strategic Coherence Planning Team to answer these questions.

### Questions....

1. How do we report student learning in a consistent and helpful manner?
2. How do we improve parent communication amidst all of the competing messages and media?
3. How do district/teacher goals impact the system?
4. How do we integrate technology seamlessly?
5. How can we encourage teachers to better utilize their professional learning time?
6. What is the most effective grade level configuration?
7. How do we build teacher knowledge of Higher Order Thinking (HOT) and create opportunities for it?



### **Strategic Coherence Outcome One: Goals for Learning**

**The district has identified, defined and committed to supporting a focused set of appropriate student learning goals that will ensure student success in life, learning and work beyond school.**

1. **Goal Setting Context and Philosophy** – there is a learning environment cultural emphasis that focuses on what is learned rather than simply was covered or taught. Timelines and calendars are less important than having every child acquire the skills they need for success.
2. **Goal Setting Processes** – district, building/course and professional - they are focused, manageable, clearly tied to a data based need, and aligned through the Pre-K-12 system for both students and adults.
  - a. The school/district has a history and practice of setting a focused set of appropriate student learning goals and working PreK-12 to achieve them.
  - b. Grade level and/or course curriculum materials have clear and manageable observable goals for learning that are clearly described and are prioritized to encourage mastery for success (emphasis on engagement and learning) for all students.
  - c. The school/district ensures that annual professional goals for all staff are set as a result of a process that is informed by an alignment with a focused set of appropriate student learning goals.
  - d. The school/district ensures that annual school/district goals for performance are set as a result of a process that is informed by an alignment with associated appropriate student learning goals and collective professional learning needs.
3. **Goal Setting Support and Engagement** – students, parents, staff and other constituents are well informed regarding the rationale that inform the district's student learning goals at every level.
4. **Materials and Resources** – there is consistency and transparency in the materials that support the district's student goals for learning.
  - a. Focused student goals for learning are consistent in all Pre-K-12 curriculum and program materials and have aligned expectations at the elementary, intermediate, middle and high school levels.
  - b. There are easily accessible electronic curriculum and instructional resources for staff, parents and community in all academic areas that support the implementation of the district's student learning goals.
5. Other items or questions raised by the group...

### Coherence Outcome One Findings Summary:

| Indicator                              | 0 | 1 | 2 | 3 | 4 |
|--|---|---|---|---|---|
| 1. Goal Setting Context and Philosophy |   |   |   |   |   |
| 2. Goal Setting Processes              |   |   |   |   |   |
| 3. Goal Setting Support and Engagement |   |   |   |   |   |
| 4. Materials and Resources             |   |   |   |   |   |

### Coherence Outcome One Findings Narrative:

| Current State<br>(What is happening now?)  | Key Gaps/Areas of Focus<br>(What are the most important areas that need attention?)   |
|--|---|
| <p>Most of the staff felt that the district level goals were set at the district level in academic areas of achievement including reading, writing, math – it was felt that these were informed by professional areas - partnering with families, argumentation, etc., which in turn drive individual goals.</p> <p>There was a lack of consensus as to whether this process accurately reflects the needs of students or had a consistent frame of reference for those to make that kind of judgment.</p> <p>While many feel comfortable making their goals and aligning them with school and district wide goals, there appears to be lack of connection between subjects, grade levels and schools.</p> | <ul style="list-style-type: none"> <li>• In order to move our rating scale to a four, our district needs to work as a whole to create a climate in which teachers feel as if these assessments are for the benefit of the student.</li> <li>• Provide teachers with more explanation on how district/school goals are determined.</li> <li>• The principals, evaluators and the curriculum directors need to come together and decide what academic gaps there are, create the goals and create an expectation of what this will look like at each level. It would then be up to the evaluators to communicate these goals to the staff; who can make the goals their own.</li> </ul> |



|   |  |
|---|--|
| <p>Many noted that they were unaware of what goals were set in other buildings, levels and even classrooms and/or did not believe that there was alignment across grade levels or schools when it came to goals.</p> <p>Many did not see the district and school wide goals as correlated to their goals. Some responders believed that because of their subject area, the district and school wide goals cannot completely apply to them (UNAH teachers, counselors, etc.)</p> <p>Additionally, several teachers noted that students' needs had a larger impact on their goals than the district and school wide goals.</p> <p>Some teachers do not see a connection between assessments and what the data tell us - is one test a true indicator – and the goals that are set.</p> <p>Some staff believed that constituents were well informed, others believed that they were uninformed, some simply had no idea if they were informed or not. It is clear that there is some information being disseminated, but the question is how can we achieve better results?</p> <p>Parents often feel informed that there are goals in place for their students, but are unsure of the specifics or whether there are goals in place to measure the teachers...Most parents reported receiving information from the district and schools but either did not read it or did not understand that the information was related to goals.</p> <p>Students are well aware of their own goals, however, do not recognize that their teachers have goals for themselves.</p> <p>There is not much alignment between levels and schools in regards to resources and materials. While there are a number of resources out there, there is not one universally adopted framework among or between levels.</p> | <ul style="list-style-type: none"> <li>• A district wide plan should be put into place that defines the goals and how they will be reached at each grade level. Teachers should also have the opportunity to understand what the goals are and how they are achieved at the levels above and below them; so they can better inform their instruction.</li> <li>• The district needs to have consistent communication across schools as to how the community is informed. Each school should use the same or similar communication strategies to inform staff, parents and students of goals.</li> <li>• As a district, we need to align curriculum one subject at a time. From there we can find programs and materials to support student learning and teaching (implement Program Enhancements: Curriculum 2016-19 design model).</li> <li>• Create a district wide approach to materials, programs and technology - for example, better access to tech in the lower and middle grades (to align with the High School) or a district wide adoption of programs such as Google Classroom, etc.</li> <li>• In terms of setting and adjusting goals, teachers need to have a positive and trusting relationship with their evaluator, which most already have. When this positive relationship is present, teachers have the opportunity to set more rigorous goals, take educational risks and adjust goals as needed for what's best for their students.</li> </ul> |
|---|--|



## **Strategic Coherence Outcome Two: Teaching for Learning**

**The district has committed to supporting instructional and adult learning strategies that ensure rigorous, digitally supported pedagogical experiences aligned with the district's student goals.**

### **1. Student Engagement in Rigorous, Higher-Order Thinking Activities**

- a. There is a high degree of faculty (staff) and administrator knowledge/understanding of higher-order thinking, the requirements of a positive culture for learning, and the importance of engaging students in extended rigorous learning experiences.
- b. There is an emphasis in the observation, feedback and evaluation processes that demonstrate the importance of student engagement and a positive learning culture and the associated elements of the observational practice rubric are weighted or focused on these elements as a priority in those processes.
- c. There are data and evidence that illustrate the degree to which all students have the opportunity to be engaged in rigorous, higher-order thinking experiences in every classroom.
- d. There is evidence that parents have had the opportunity to learn about what the district's expectations for instructional excellence are and are invited to be part of the conversation about how to maintain and support them.

### **2. Digital Learning Practices**

- a. The policy and practices of the district are aligned with a digitally supported learning environment where all stakeholders have ready access to age appropriate tools.
- b. There is a high degree of faculty (staff) knowledge and understanding of how to design and facilitate digitally supported instructional experiences for students that support rigorous, higher-order thinking and sustained engagement.

### **3. Professional Learning Practices**

- a. Professionals have the opportunity to pursue their own practice improvement goals (district, building or personal) through a variety of learning strategies that are consistent with standards of professional learning (job embedded, aligned with developing capacity in high-leverage instructional strategies).
- b. School/District professional learning plans provide for a variety of learning strategies that are consistent with standards of professional learning (job embedded, aligned with developing capacity in high-leverage instructional strategies).

### **6. Other items or questions raised by the group...**

### Coherence Outcome Two Findings Summary:

| Indicator                             | 0 | 1 | 2 | 3 | 4 |
|---------------------------------------|---|---|---|---|---|
| 1. Student Engagement in Rigorous HOT |   |   |   |   |   |
| 2. Digital Learning Practices         |   |   |   |   |   |
| 3. Professional Learning Practices    |   |   |   |   |   |

### Coherence Outcome Two Findings Narrative:

| Current State<br>(What is happening now?)   | Key Gaps/Areas of Focus<br>(What are the most important areas that need attention?)  |
|---|--|
| <p>Staff felt that they were competent in their knowledge of higher order thinking, a positive culture for learning and importance of engaging students in rigorous learning experiences.</p> <p>Although they were confident in their knowledge of these areas, a smaller percentage believed enough emphasis/weighting is placed on student engagement and a positive learning culture, within the observation/feedback/evaluation process.</p> <p>Parents have had the opportunity to learn about what the district's expectations for instructional excellence are and are invited to be part of the conversation about how to maintain and support them.</p> <p>The district/school sends out emails and provide opportunities for parents through the district/school website and open house.</p> | <ul style="list-style-type: none"> <li>• <b>Student Achievement:</b> Increase the academic achievement of all students ensuring that every student has access to rigorous, high quality, vertically aligned K-12 learning experiences by providing students opportunities to problem solve, comprehend increasingly complex texts, and write cohesive, evidence supported arguments. Instruction will engage students through highly effective teaching strategies, including the integration of computer technology; the use of student data to drive instructional decisions; and job embedded, ongoing professional development. (DIP)</li> <li>• Continue to provide differentiated PD (coaching) for staff in need of growth and more of a district wide focus on student engagement and positive learning culture?</li> <li>• Opportunities for higher level classes at middle school level</li> <li>• Evaluate classroom structures to give opportunities to differentiate for higher order thinking with help from math specialists, literacy specialists, remedial reading staff, SPED staff</li> </ul> |

|   |  |
|---|--|
| <p>Professionals do not feel overall that they have significant opportunities to pursue their own practice improvement goals (district, building or personal) through a variety of learning strategies that are consistent with standards of professional learning (job embedded, aligned with developing capacity in high-leverage instructional strategies).</p> <p>School/District professional learning plans do not provide for a variety of learning strategies that are consistent with standards of professional learning (job embedded, aligned with developing capacity in high-leverage instructional strategies).</p> | <ul style="list-style-type: none"> <li>• <b><i>Culture, Climate and Communication:</i></b> <i>Students learn best in a physically and emotionally safe and supportive school environment that promotes student learning by fostering self-reliance, willingness to share ideas, positive relationships, and a sense of belonging to the school community. Positive school climate nurtures mutual respect, listening to others, and assuming responsibility. (DIP)</i></li> <li>• Continue to provide opportunities for parents to become more knowledgeable about what is going on in the district. Keep website updated, enhance School Messenger/PowerSchool app by providing similar information online.</li> <li>• Look to focus on supporting the elementary schools with more instructional tools and continue to look at MS and HS with BYOD or 1 to 1.</li> <li>• Increase the opportunity to collaborate around the curriculum and look to infuse more digital multi-platform approach into a current project or unit.</li> <li>• Improve infrastructure of wireless capabilities.</li> <li>• Utilize current staff (that are knowledgeable) and high school students (maybe the Future Teacher of America Club) to model lessons through lunch and learn or other strategies</li> <li>• Utilizing faculty, department meetings, team meetings, and PLC days to find areas of needed growth (based on PD needs survey) and develop teacher leaders to build capacity within schools and district.</li> </ul> |
|---|--|



## **Strategic Coherence Outcome Three: Measures of Learning**

**The district uses and reports on appropriate and balanced measures of student and adult success that are aligned with its student learning goals.**

### **1. Assessment Philosophy:**

- a. There is a unified Pre-K-12 assessment philosophy and system that is primarily focused on student learning growth and the student's attainment of the district's primary goals for learning.
- b. There are transparent differences and clarity between the formative and summative assessment instruments used in the district and general agreement on the purposes, needs and differences between them.
- c. All organized formative/summative assessments support either growth or accountability and are appropriately balanced (80/20) in their application.

### **2. Assessment Capacity:**

- a. There is a system for capturing standardized and non-standardized data related to the district's primary goals for learning.
- b. There is evidence of the effective use of data collection and analysis tools which inform changes in practice to improve student learning.
- c. District staff can construct effective rubrics (measuring what you value), designing rubric aligned tasks (connecting it to instructional practice), and use scoring protocols (build capacity to judge student work) to ensure that non-standardized measures are useful in the improvement process.

3. **Performance Data:** all appropriate performance data are easily accessible to all interested stakeholders, are reflective of district priorities, and are used regularly to improve practice at the classroom, building and district level.
4. **Professional Measures of Learning:** The data collected and used as part of the teacher evaluation and support processes reflect current student performance on critical goals for learning and other established district student learning priorities.
5. **School/District Measures of Learning:** The data collected and used as part of district and building improvement planning reflect current student performance on critical goals for learning and other established district student learning priorities.
6. Other items or questions raised by the group...

### Coherence Outcome Three Findings Summary:

| Indicator                               | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| 1. Assessment Philosophy                |   |   |   |   |   |
| 2. Assessment Capacity                  |   |   |   |   |   |
| 3. Performance Data                     |   |   |   |   |   |
| 4. Professional Measures of Learning    |   |   |   |   |   |
| 5. School/District Measures of Learning |   |   |   |   |   |

### Coherence Outcome Three Findings Narrative:

| Current State<br><i>(What is happening now?)</i>   | Key Gaps/Areas of Focus<br><i>(What are the most important areas that need attention?)</i>   |
|--|--|
| <p>We do not have a unified articulated Pre-k-12 philosophy/system in place.</p> <p>Understanding of the differences between formative and summative assessments is inconsistent between content groups, grade levels, buildings.</p> <p>Limited evidence to inform whether there is clarity about purpose and needs of formative/summative assessments</p> <p>No evidence for 80/20 appropriate use of formative/summative assessments</p> <p>Some common rubrics present school wide, across grade levels and courses that are used to measure progress but concern about how “effective” processes are (quality of rubrics, use of data to inform instruction)</p> <p>Pockets of happenings vs systemic structures - most data collection is related to SLOs (driving force to have student performance values)</p> | <ul style="list-style-type: none"> <li>The district needs to create and implement a consistent philosophy/practice regarding the purpose and process of assessment – including the role of formative and summative assessment – the use of feedback for improved performance – and the appropriate use of data - and the consistent implementation of these structures at the student, professional, and organizational levels.</li> <li>Time needed for alignment conversations across buildings WITH follow-up meetings to support ongoing work. (current cross-building conversations that take place seem useful at moment but then momentum stops)</li> <li>Professional Development Needed: Uniform understanding of assessment development and rubric use - what is the priority for data collection (to represent / measure SLOs)</li> </ul> |



|  |  |
|--|--|
| <p>Some teachers feel as if the constant assessing is a means to assess the teacher as opposed to a way to provide insight on the student and help the inform the teacher's teaching.</p> <p>There is an overwhelming sense that the district is data rich and information poor</p> <p>Grades are available via Powerschool but parents have difficulty interpreting the standards based report cards and we have no sense that students understand their report card (K-4) Additionally, there is electronic access to learning management systems where parents have access to student work, scoring criteria, performance. (Schoolology, Turnitin.com)</p> <p>Some stakeholders have access to data but impact is unclear.</p> <p>Building goals are aligned to district goals to assist with coherence. This information is not necessarily explicit for the public.</p> <p>Teacher, building and district goals are aligned with common priority goals</p> <p>Concern for validity of rubrics/assessments used (PD needed for assessments and rubric development)</p> <p>Professional development opportunities are focused on the district priority goals (i.e., argumentation, gradual release, close reading) This a recent change.</p> <p>Administrative team is engaging in ongoing professional development to improve communication and feedback to teachers through our current platform.</p> <p>We do not have a vertical alignment for assessments or data - this is a major area need to inform a student's academic history (challenges and successes)</p> <p>Progress monitoring is being introduced in some buildings but in short introductory meetings and no follow-up. Classroom teachers need more training on how to make this part of their day without it taking over instruction time. Feels "assessment heavy" and "instruction weak".</p> <p>Common to hear "When do I have time to instruct my students...I'm always assessing them"</p> <p>How do we incorporate assessments to be part of our instruction</p> | <ul style="list-style-type: none"> <li>• Acquiring true curriculum based measures to inform teachers monitoring of student progress (with common understanding and approach to collecting and communicating this data)</li> <li>• Review Bloomboard for its effectiveness is measuring teacher performance and communicating feedback. (User friendliness for both teacher and evaluator are also important).</li> <li>• Explore tools to support vertical alignment of assessment and growth data.</li> <li>• School based to district wide data teams. This attempt in the past has been poor (data rich and information poor - the district table consisted of administrators vs teachers). Data teams are a powerful opportunity to support teacher leaders who can then take change needed back to department/team/grade levels.</li> <li>• The high school has a constant challenge with assessment selection for ongoing progress monitoring. Could there be a grade level approach to measuring student performance on common priority skill areas - maybe this looks like a grade level benchmark developed by a cohort of trained teachers and offered three times a year (performance task)? Then teachers could work on designing shorter progress monitoring measures rather than the larger benchmark assessment.</li> <li>• Our Library Media Specialists are working on database project that has aligned all standards (CCSS, NGSS, SS, ITLA) and informs common grade level requirements! This is a powerful tool that can help with this idea.</li> </ul> |
|--|--|



## Strategic Coherence Outcome Four: Alignment and Coherence

**The district aligns its supporting organizational systems to support the acquisition of its student learning goals.**

1. Leadership/Mission Focus-
  - a. There is a well-articulated Mission (and other possible supporting statements) that guide not only regular goal setting and instructional improvement processes but also systems decision making and organizational evaluations.
  - b. There are aligned and coherent leadership connections that bring all of the systems of work together to support the pursuit of the Mission and priority student learning goals from the individual, to the building, and to the district level.
2. Policy & Regulation - The Board of Education works with the Superintendent to craft and apply policy that supports the district's pursuit of its Mission and priority student learning goals.
3. Community Engagement - The district's many stakeholders believe that they are meaningfully involved, engaged and respected by the leadership structures in the district.
4. Resource Deployment – District budgets and resources are developed and defended based on alignment with articulated goals for learning and demonstrated Mission-based need.

### Coherence Outcome Four Findings Summary:

| Indicator                   | 0 | 1 | 2 | 3 | 4 |
|-----------------------------|---|---|---|---|---|
| 1. Leadership/Mission Focus |   |   |   |   |   |
| 2. Policy and Regulation    |   |   |   |   |   |
| 3. Community Engagement     |   |   |   |   |   |
| 4. Resource Deployment      |   |   |   |   |   |

## Coherence Outcome Four Findings Narrative:

| <p><b>Current State</b><br/>(What is happening now?)</p>   | <p><b>Key Gaps/Areas of Focus</b><br/>(What are the most important areas that need attention?)</p>   |
|--|--|
| <p>We believe there is strong alignment and coherence from the DIP, SIP, to teacher goals – the issue is assessment and overall alignment.</p> <p>Regular and consistent leadership meetings with 2 BOE meetings per month and associated sub-committee meetings</p> <p>Building leadership teams, data teams, department meetings, grade level meetings</p> <p>Leadership, data, grade level, content, team meetings, climate, SRBI, curriculum, clinical, building based diagnostic meetings, and overall structure alignment with department chairs</p> <p>There are significant systems issues around policy and control functions</p> <p>Panorama surveys, communication surveys and building level surveys</p> <p>Active Brookfield CARES and Brookfield Education Foundation</p> <p>District Newsletters, digital media and Superintendent and Assistant Sup videos w/Baldwin media</p> <p>There has been a lot of work done to gain control of budget and resource allocation processes/accountability over the last year.</p> | <ul style="list-style-type: none"> <li>• <b>Leadership Development and Capacity Building:</b> Through leadership development Brookfield educators will collaborate in professional learning communities that foster continuous improvement, innovative and high leverage instructional strategies, and lifelong learning. Through on-going reflective supervision and feedback, professional development will be targeted to students' and staff's learning needs. (DIP)</li> <li>• Developing assessments, purchasing assessments, vertically aligning assessments, assessment literacy and capacity.</li> <li>• Vertical alignment of curriculum and writing of curriculum. Involves training and time (Instructional division 3 year plan)</li> <li>• Curriculum specialists moving to specialize in Core 4 areas</li> <li>• College and Career Counselor (structural support to the entire counseling department)</li> <li>• Power School and assessment data warehouse</li> <li>• Digital learning and curriculum coordination</li> <li>• Provide avenues for building principals to connect and district leadership connect to regional and state groups (CAS, SWC..)</li> <li>• ReVision - leadership evaluation calibration and practice, teacher evaluation calibration and practice</li> <li>• Implement BlumShapiro recommendations for business and operational procedures/inventory control etc.</li> <li>• Implement CABE policies that will be adopted over the next few months.</li> <li>• <b>Culture, Climate and Communication:</b> Each school and the district will provide ongoing communications and build partnerships among students, staff and other adults in the school community. (DIP)</li> <li>• Formal communication sub-committee/ formal communication plan developed by superintendent</li> <li>• District level advisory council to the superintendent and adding Facebook and social media</li> <li>• BuzzFeed style videos to through support of Baldwin Media and sending home emergency brochure regarding appropriate chain of command communications</li> </ul> |



## Group Five – External Data Trends and Implications:

### Group Five - Part Two: Local Context

#### A. Economics/Demographics

- Town budget history, education budget history, economic prospects, enrollment history, enrollment projections.

| Challenges   | Opportunities   |
|--|---|
| <ul style="list-style-type: none"><li>• Cuts past several years by town administration **</li><li>• Recent discovery of mismanagement of debt</li><li>• Large corporations leaving CT</li><li>• Increased apartments/ affordable housing potential impact on population, as well as tax base. (Housing Trends)**</li><li>• Significant influx of diversity= increase of ELL 40%; (13 different languages)</li><li>• Increased retired population in town</li><li>• Tensions between fixed income with no children in schools and young families with children in schools**</li><li>• Projected decline between 2015-2025 of 375 students or 14% (Fall 2015 study)</li><li>• No powerful economic development</li><li>• Plan in place other than the 4 Corners to improve the tax base.</li><li>• Last in DRG B in expenditure per pupil last year. (\$13, 943)</li></ul> | <ul style="list-style-type: none"><li>• Fiscally conservative yet wealthy town</li><li>• Newly elected boards with greater communication and increased commitment to funding school programs</li><li>• Renovation of the four corners (adding new small businesses &amp; potentially increasing tax base)</li><li>• Budgets do best when there is strong justification on why the town is spending more, strong trust in the leaders, and strong cooperation across the various organizations and boards in the town.</li></ul> |

## B. Mandates/Legislation

- Responding to existing legislation, potential legislation at the local, state or federal level

| Challenges  | Opportunities   |
|---|---|
| <ul style="list-style-type: none"><li>• Special education costs/ lack of public understanding of costs**</li><li>• Inadequate Special Education funding at both federal and state levels</li><li>• The State does not adequately fund our schools and the formula they use to do so is outdated and exceedingly complicated (ECS)</li><li>• Getting good results while being frugal therefore ECS, in its present form, will not change</li><li>• While much of it is well intentioned, the state continuously passes unfunded mandates upon our already overburdened school staff</li><li>• Implementer Bill caps increases of municipal budgets to 2.5% beginning in fiscal year 2017</li><li>• Mandated standardized testing</li></ul> | <ul style="list-style-type: none"><li>• Scientifically Research Based Instruction (S.R.B.I.) providing a seamless structure of instruction/ intervention so all students experience continuous growth</li><li>• Common Core gaining traction, allowing for solid curriculum</li></ul> |

## C. Historical Achievement Data Trends

| Challenges  | Opportunities  |
|---|--|
| <ul style="list-style-type: none"><li>• Stressors due to social and emotional standards set by our schools/ town**</li><li>• Interpretation of new SBAC data &amp; aligning with historical data of CMT and CAPT is challenging.</li><li>• NGAR ELA achievement gap at BHS between high needs and non-high needs students</li></ul> | <ul style="list-style-type: none"><li>• From 2009-2014 SAT scores have seen an overall very slightly upward trend, compared to a statistically flat trend in state, CT, and DRG B scores. During that time frame, Brookfield's average is 28 points above state and 26 above national in math, 24 above state and 34 above national in reading, and 21 points above state and 43 above national in writing.</li><li>• We were, however, below the DRG B average by 16, 12, and 19 points respectively.</li></ul> |



#### D. Impact of Digital Tools for Learning

| Challenges   | Opportunities   |
|--|---|
| <ul style="list-style-type: none"><li>Many parents still don't have the necessary information/ skills to adequately support the use of technology in the schools as well as best managing these devices (&amp; uses) at home.**</li><li>Brookfield not investing or using digital tools to their best capacity</li></ul> | <ul style="list-style-type: none"><li>Digital tools are critically important (chromebook v. I-Pad?) and for the most part supported by the school system</li><li>Every student at the high school receives an I-Pad</li></ul> |

#### E. Local Context

| Challenges   | Opportunities  |
|--|--|
| <ul style="list-style-type: none"><li>Alcohol &amp; other substance abuse is on the rise</li><li>True needs of students who are most likely suffering issues of mental health and addiction are not being met/ addressed. **</li><li>BOE needs to do a better job of communicating and presenting its budget, addressing goals in the most cost-effective manner**</li></ul> | <ul style="list-style-type: none"><li>Committed school and community support systems: Brookfield CARES, Brookfield Education Foundation, and school PTOs</li><li>Practice kindness, Act responsibly, Work hard &amp; Show respect (PAWS)</li><li>Merging of town and school onto same software (MUNIS)...although this will require a culture shift as well **</li><li>Mandatory parent meeting (addressing alcohol &amp; substance abuse issues) has proved successful in other districts (potentially scheduled for fall discussion with Brookfield CARES)</li></ul> |

#### F. Other

| Challenges  | Opportunities |
|---|---------------|
| <ul style="list-style-type: none"><li>Restore another World language</li><li>Need to focus on STEAM- many of the 21st century jobs will be here</li><li>Make health curriculum relevant</li><li>More electives needed at the high school</li><li>Putting greater emphasis on arts vs sports in Brookfield, starting at an early age.**</li><li>Making Brookfield the place the best teachers want to teach</li><li>Find excitement in the upcoming Huckleberry project that the community embraces.</li><li>Communicate with admissions officers in colleges to get their thoughts about Brookfield</li></ul> |               |

## Improving Coherence:


On April 8<sup>th</sup>, the educators on the Strategic Coherence Planning met to review all of the suggested gap closing strategies from the four Strategic Coherence Outcomes, which were reviewed at the data retreat held a week earlier. After considering the contextual data, the district's strengths, and growth areas, the group committed to focusing on a limited set of priorities in each outcome area. These priorities advance the district practice toward coherence and integrate existing improvement efforts already underway already. An emerging concern was ensuring that staff have the necessary time and resources to engage in improvement efforts. Necessary work is organized by coherence outcome. For the goals for learning, learning practices, and assessment of learning outcomes, the priority strategy is stated, a description of success is outlined in the Innovation Configuration graphic, and the actions are listed. In System Capacity outcome lists the strategy with the work processes required.

### Strategic Coherence Outcome 1: Goals for Learning – Initial Strategies:

**The district has identified, defined and committed to supporting a focused set of appropriate student learning goals that will ensure student success in life, learning and work beyond school.**

1. Create a master Curriculum Revision strategy that builds on the district's existing Program Enhancement plan and identifies/includes:
  - a. Agreed upon language and templates to guide consistent language and terminology for goal-setting PreK-12
  - b. Content area schedule that paces the revisions based on priorities, needs, and district capacity
  - c. Definitions of each of the priority skills with outcome descriptions at the 2<sup>nd</sup>, 4<sup>th</sup>, 8<sup>th</sup> and 12<sup>th</sup> grade levels.
2. Create a system/template for district, building, and staff goal setting that allows for consistency and coherence across schools, grade levels and classrooms and allows for the entire community to have faith in the fairness and focus of the goal-setting process.

### Outcome Definition/Innovation Configuration:



| I – Present State | II – Beginning | III – Progressing | IV - Accomplishing |
|-------------------|----------------|-------------------|--------------------|
|                   |                |                   |                    |



### Strategies for Moving Forward:

| Step # | Action   | Outcome   | Who  | When   |
|--------|--|---|--|--|
| 1      | Establish agreed upon language regarding student learning and learning targets. These targets will be consistently implemented and applied across curricular areas PreK - 12.                    | Documentation of agreed upon student learning targets with District Curriculum Committee/Sub Committees consistent and coherent language both across and within grade levels and content areas. | District Curriculum Committee/Sub Committees | Fall 2016 - June 2018                          |
| 2      | Develop a system and schedule for revising curriculum documents PreK - 12.   | Regularly revised curriculum documents aligned with current standards and best practices which serve as the blueprint/guidance of teaching and learning.  | District Curriculum Committee/Sub Committees | Initiate Summer 2016<br>Revision is on-going * |
| 3      | Define priority skills in four high leverage areas in this SCP:<br>Communication & Collaboration,<br>Critical Thinking & Problem Solving,<br>Creativity & Innovation, and Character & Connection | Specific outcome descriptors for 2nd , 4th, 8th, and 12th grades articulated in district curriculum document.   | District Curriculum Committee/Sub Committees | Fall 2016 - June 2018                          |

\*with steps 1 and 3

### Strategic Coherence Outcome 2: Teaching for Learning - Initial Strategies:

**The district has committed to supporting instructional and adult learning strategies that ensure rigorous, digitally supported pedagogical experiences aligned with the district's student goals.**

1. Continue the ReVision Learning process of building leadership capacity for effective calibration, practice and instructional feedback focused on improving instruction, active engagement, and student achievement.
2. Develop staff capacity and resources (including math specialists, literacy specialists, remedial reading, and special education staff and paraeducators) to use digital learning and other strategies to differentiate instruction to support student learning.
3. Focus differentiated professional learning opportunities and effective instructional feedback for staff aligned with improved student engagement, higher order thinking, and learning culture.

***Outcome Definition/Innovation Configuration:***

| I – Present State | II – Beginning | III – Progressing | IV - Accomplishing |
|-------------------|----------------|-------------------|--------------------|
| •                 | •              | •                 |                    |

**Strategies for Moving Forward:**

| Step # | Action  | Outcome   | Who  | When  |
|--------|---|---|--|---|
| 1      | Commission Revision Learning to facilitate leadership capacity building.  | Improved instruction, active engagement, and student achievement by ensuring effective calibration and instructional feedback is provided to staff.   | District Leadership Team & ReVision Learning | Began August 2015- Continue through June 2017 |
| 2      | Create a plan, inclusive of rubrics, to develop staff capacity and resources to use digital learning and other identified best practice strategies to support student learning. | Effective differentiation of instruction to support student learning and develop critical and creative thinking as measured by walk-throughs and classroom observation rubrics and instructional planning documents.                          | District Data and Assessment Team            | Fall 2016 - June 2018                         |
| 3      | Provide differentiated professional development opportunities to support faculty in providing/receiving effective instructional feedback to each other and their students.      | Improved student engagement, higher order thinking, and positive learning culture as evidenced by student achievement measured by rubrics using Webb's Depth of Knowledge (DOK), including Level 4 (Complex Reasoning/High Cognitive Demand). | District Data and Assessment Team            | Fall 2016 - June 2018                         |



### **Strategic Coherence Outcome 3: Measures of Learning - Initial Strategies:**

**The district uses and reports on appropriate and balanced measures of student and adult success that are aligned with its student learning goals.**

1. Create and implement a consistent philosophy/practice regarding the purpose and process of assessment in the district that includes:
  - a. Philosophical framework that expresses the purpose of assessment in the district
  - b. An expression of the role of formative and summative assessment in the teaching and learning process in the district
  - c. A description of the role of feedback for improved student performance that is consistent with the same applications of feedback for improved adult performance
  - d. Description of the appropriate use of data in support of effective feedback and improved performance.
2. Build the technical assessment capacity of the instructional staff so that:
  - a. Rubrics and assessments can be consistently developed and applied
  - b. Useful and practical data can be created and used to guide feedback for improved student performance in the district's critical skill areas
3. Improve the data/feedback capacity of grade level and school-based data teams and re-establish the district-wide data team for the purpose of improved student performance in critical content and skill areas identified through the district's goal-setting practices.

**Outcome Definition/Innovation Configuration:**

| I – Present State | II – Beginning | III – Progressing | IV - Accomplishing |
|-------------------|----------------|-------------------|--------------------|
|                   |                | •                 |                    |

**Strategies for Moving Forward:**

| Step # | Action  | Outcome  | Who  | When                  |
|--------|---|--|--|-----------------------|
| 1      | Constitute and Implement a District Data and Assessment Team  | Create and implement a consistent philosophy/practice regarding the purpose and process of assessment in the district.   | District Data and Assessment Team  | Fall 2016             |
| 2      | Establish consistent protocols for data review at the following levels: Classroom, Grade Level, Building, District. Implement systematic ongoing data team schedule at all levels. Provide opportunity for peer observation/coaching. | Improve the data/feedback capacity of grade level and school-based data teams and establish the district-wide Data and Assessment Team for the purpose of improved student performance in critical content and skill areas identified through the district's goal-setting practices.                 | District Data and Assessment Team, Superintendent, Building Leaders  | Fall 2016 - June 2018 |
| 3      | Deliver ongoing professional learning support to all faculty.   | Improve technical assessment capacity of leadership and instructional staff to regularly, systematically and purposefully analyze student data to inform decision re: adult professional learning, curriculum and instruction.   | Building and District Leadership, Curriculum Specialists, Reading and Math Coaches, Special Education Department Heads | Fall 2016 - June 2018 |
| 4      | Create learning materials and opportunities to build the assessment literacy of parents and community.  | Increased mutual understanding and improved communication between parents and educators, parents and students, educators and students, the district and the community re: assessment of learning.<br>Authentic and Transparent communication of instructional effectiveness and student achievement. | District Data and Assessment Team, District PTO, BOE   | Fall 2016 - June 2018 |



#### Strategic Coherence Outcome 4: Alignment and Coherence - Initial Strategies:

**The district aligns its supporting organizational systems to support the acquisition of its student learning goals.**

1. Research, explore, select, acquire and implement an assessment data warehouse capable of supporting the district's identified student achievement goals and, consistent with the stated assessment philosophy and practice.
2. Improve the district-wide capacity to support digital learning and coordinated curriculum and assessment practices.
3. Implement BlumShapiro Consulting recommendations for business and operational procedures/inventory control etc.
4. Implement CAFE policy recommendations
5. Develop a grade level organizational configuration that best addresses students physical, intellectual, social and emotional needs
6. Consistently inform the community of the progress of the Strategic Plan

#### Strategies for Moving Forward:

| Step # | Action  | Outcome   | Who   | When                      |
|--------|---|---|---|---------------------------|
| 1      | Research, explore, select, acquire and implement an assessment data warehouse capable of supporting the district's identified student achievement goals, consistent with the stated assessment philosophy and practice. | Timely information and feedback to teachers, students, and families on student progress towards learning goals.<br>Inform on-going instructional planning and decision making to improve student learning outcomes. | District Leadership   | Identified by Summer 2017 |
| 2      | Improve the district-wide capacity to support digital learning.   | Increase digital instructional opportunities to support students' fluency, capacity and independence with technology for learning.  | Technology and Instructional staff                          | Fall 2016 - June 2018     |
| 3      | Implement BlumShapiro Consulting recommendations for business and financial procedures and controls.  | A reliable, and responsive district business and school office support structure.   | Administration and office personnel.                        | Fall 2018                 |
| 4      | Adopt and implement CAFE-aligned policies.  | Legislatively compliant Board of Education policies to support district operations.   | Board of Education and District Administration              | Fall 2017                 |
| 5      | Develop grade level organizational configuration PreK-12.   | Educational setting that best addresses students' physical, intellectual, social, and emotional needs in the context of the Brookfield Community.   | Board of Education, Superintendent, Community Stakeholders. | Fall 2016                 |

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| 6 | Create an action plan to implement new grade level configuration for the district.            | A blueprint and financial plan to support the agreed upon district configuration for PreK - 12. | Board of Education, Superintendent, Community Stakeholders and identified consultants as necessary. | Summer 2017 |
| 7 | Consistently inform and engage the community on the progress of the Strategic Coherence Plan. | Engaged, supportive, and informed students, staff, families, and community.                     | BOE and Superintendent  | On-Going    |

## Glossary of Terms

**Community Expectations for Learning** – goals for learning (usually related to very important skills like problem solving or communication) that are generally regarded as the most important attributes that students should be able to master as a result of attending the Brookfield Public Schools – this term is used by the New England Association of Schools and Colleges in their accreditation process.

**Curriculum and instructional alignment** – degree to which the materials and teaching used to educate students are focused on the same things from grade level to grade level, year to year, and school to school.

**Differentiation** – A strategy of providing different teaching strategies for different children – in essence trying to match instruction to the interests or learning styles of individual students.

**Formative Assessment** – an assessment of student progress that is done as part of a regular lesson so that it does not interrupt instruction and can guide teacher action in the moment to improve student performance.

**Indicators of Success:** The data or measures that will be used as evidence that the plan has been successfully implemented.

**Brookfield Instructional Practices Rubric** – The framework that administrators use to evaluate the instructional practices of Brookfield teachers through the teacher evaluation process.

**Mission** – a statement of who we are, what we do and why.

**Multiple Measures** – When gauging a student's performance in an important area, more than indicator or measure are used to ensure that the report is fair and representative of what the student is actually doing.

**Rubrics** – descriptors that show students and parents how well a skill must be performed to meet the district's expectations

**Summative Assessment** – a measurement of learning that is designed to gauge where a group of students are in comparison to other students. These assessments are completed apart from instruction and serve as accountability measures for both students and teachers.