## Brookfield Public Schools
*"Create Your Tomorrow"*

## 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.**

**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 Pre-K - 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 Pre-K - 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 Revision is on-going * |
| 3 | Define priority skills in four high leverage areas in this SCP: Communication & Collaboration, Critical Thinking & Problem Solving, 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

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## 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.**

### 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 |

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## Strategic Coherence Outcome 3: Measures of Learning – Initial Strategies:

**The district has committed to using and reporting on appropriate and balanced measures of student and adult success that are aligned with its student learning goals.**

**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. Authentic and Transparent communication of instructional effectiveness and student achievement. | District Data and Assessment Team, District PTO, BOE | Fall 2016 - June 2018 |

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

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

**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. 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 CABE-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 |
| 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 |