



Brookfield Public Schools



To: Board of Education
From: Dr. John W. Barile, Superintendent
Re: Strategic Coherence Plan, Summary Update
Date: February 21, 2018

This memorandum serves to summarize the status relative to the accomplishment of the 2016-2021 Strategic Coherence Plan goals, actions & outcomes for the first two years of implementation **April 2016 – February 2018**.

The plan consists of Strategic Coherence Outcomes: 1) Goals for Learning, 2) Teaching for Learning, 3) Measures of Learning and 4) Systems Alignment & Coherence.

The Strategic Coherence Planning Committee, comprised of educators, parents and other community stakeholders initiated a review of all of the suggested gap closing strategies from the four Strategic Coherence Outcomes. After considering the contextual data, the district's strengths, and growth areas, the group committed to focusing on high leverage priorities in each outcome area. **These priorities advance the district practice toward coherence and integrate existing improvement efforts already underway. An emerging focus area was ensuring that staff have the necessary time, professional learning and resources to engage in improvement efforts.**

Attached is a summary of the goals **COMPLETED** or still **IN PROGRESS through February 2018**. Many of the plan's goals have been completed or substantial progress has been accomplished. Work will continue to maintain what has been completed and to finish the work that is currently designated as "in progress" over the next two to three years. This document will also serve as a launch point for the Board of Education to develop any updates or adjustments to the Strategic Coherence Plan.

Over the past two years the Board of Education and through referendum, the Brookfield citizens have supported the actions required to accomplish the goals of the Strategic Coherence Plan. It is critical to the future accomplishment of this plan and in the best interest of the children's education that the funding required for the plan be sustained.

Finally, the initial work is organized by *Strategic Coherence Outcomes*. For each goal the priority strategy/action is stated, a description of success, timeline, responsible party, and status is summarized in the following chart.



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.

Outcome Definition/Innovation Configuration:

I - Present State	II - Beginning	III - In Progress	IV - Completed

Strategies for Moving Forward:

Step #	Action	Outcome	Who	When	Status
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 Con't June 2019	IN PROGRESS Dr. Alcock & Rubicon Platform Curriculum/PD work
2	Develop a system and schedule for revising curriculum documents PreK - 12.	System of ongoing curriculum revisions 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 *	COMPLETE Yearlong context K-8 ELA/Math IN PROGRESS 9-12 yearlong context K-12 unit development yearlong context & units
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 Con't June 2019	COMPLETE 9-12 Outcome Descriptors (NEASC) IN PROGRESS K-8 Outcome Descriptors & Curriculum/PD Development

*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.

Outcome Definition/Innovation Configuration:

I – Present State	II – Beginning	III – In Progress	IV -Completed
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Step #	Action	Outcome	Who	When	Status
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 – 2018 On-going	COMPLETED Collegial Calibrations Student Engagement PD for Leaders IN PROGRESS Train the Trainer Personal Learning Mapping Data Team Support Develop internal capacity to sustain supervisory & evaluative skills
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 Con't June 2019	COMPLETED Presentation Stations Digital My Math support Digital Open Court IXL Math Red Bird ALEKS BHS WL Lab Rosetta Stone Khan Academy Internet Capacity Naviance Gr. 5-12 IN PROGRESS Teacher Evaluation Plan Interim Assessment Blocks Walk Through Data



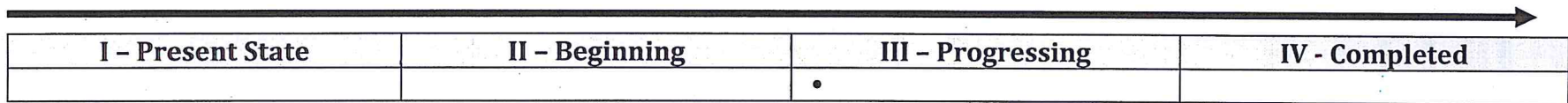
3	Provide differentiated professional development opportunities to support faculty in providing/receiving effective instructional feedback to each other and their students.	Improved student engagement, higher order thinking, and positive learning culture as evidenced by student achievement on formative assessments aligned with standards (p-scales) and Webb's depth of Knowledge (DOK).	District Data and Assessment Team	Fall 2016 - June 2018 Con't June 2019	<p>COMPLETED Wednesday afternoon collaborative meetings</p> <p>IN PROGRESS Dr. Alcock & Rubicon Platform Curriculum/PD work 2+2 Peer Coaching</p>
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** Digital Learning - Any type of learning that is facilitated by technology or by instructional practices that make use of technology

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.

Outcome Definition/Innovation Configuration:



Step #	Action	Outcome	Who	When	Status
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 Spring 17 Con't June 2019 Fall 2019	<p>COMPLETED BPS Assessment Plan DIBELS K-6 CORE Phonics K-6 PAST K STAR Math 1-12 STAR Reading 7-12 TC On-Demands Words Their Way K-6 Data Team Training</p> <p>IN PROGRESS Dr. Alcock & Rubicon Platform Assessment Literacy Training (method to target alignment, p-scales, item banks). Standards based reporting - Implement k-4</p>



2	Establish consistent protocols for data review at the following levels: Classroom, Grade Level, Building, and 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 Con't June 2019	COMPLETED and On Going Support Data Team implementation at CES and HHES IN PROGRESS WMS & BHS Data Team Implementation District SRBI Team (intervention)
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 decisions 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	COMPLETED and On Going Collaborative Learning Teams – BHS Professional Learning Communities - Elementary & WMS
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 Fall 2019	COMPLETED Trained parents – district presentation and school based presentations -Title IV Grant - Change Maker, Parent Question Formulation Techniques -Communication of benchmark and progress monitoring results to parents IN PROGRESS Standards based reporting



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.

Step #	Action	Outcome	Who	When	Status
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 Introduce to Staff May 2018 Roll Out Fall 2018	COMPLETED Power school Analytics & Assessments selected Now titled: Unified Insights IN PROGRESS To be implemented
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 Con't June 2019	COMPLETED & On-going Instructional Supports: Presentation Stations Laptops Chrome Books Update Labs Google Classroom <ul style="list-style-type: none"> Administrator PD project based learning IN PROGRESS Internet capacity Network switches District File server Increase network bandwidth/data line
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. BOE Policy committee	Fall 2018 Begins spring 2018	COMPLETED Unified Chart of Accounts MUNIS Conversion Technology Director Benefits Coordinator Purchasing Agent with Town Formal Asset & Inventory Management Solution/Follett IN PROGRESS 3000 policy series



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	IN PROGRESS New policy subcommittee needs to make a work process decision
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 Now Revised based on Tecton and Committee work June 2018	COMPLETED Initial Administrative Summary to BOE April 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 – on going Now Revised based on Tecton and Committee work On-Going	IN PROGRESS Strategic Facilities Steering Committee work was halted last year (2017) after press release published and several internal stakeholder meetings held. However, work is underway this year with Tecton Architects to complete a building conditions study of each school and shepherd the Committee through the process of community engagement and decision making Press Release published - January 2018 Public Forum - March 27, 2018
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	COMPLETED Multiple Communications and Reports over the past 2.5 years <ul style="list-style-type: none"> • Superintendent updates to the BOE • Newsletters, etc. • Parent nights • SubCommittees • Weekend Updates • School Messages • Superintendent Videos