



# Brookfield Public Schools *Pursuing Coherence*



*A vision without a plan is  
only a dream.*

**Strategic Coherence Plan Presentation**

**May 18<sup>th</sup>, 2016**

**Many  
thanks  
to  
these  
thoughtful  
folks....**

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# The Goal

To prepare  
**EVERY** student  
for **learning, life,**  
and **work**  
beyond school.

What do Brookfield students need in order to succeed in a world that...

...is digital, flat, open and pluralistic.

...is unpredictable and volatile.

...is increasingly unforgiving to those who are unskilled.



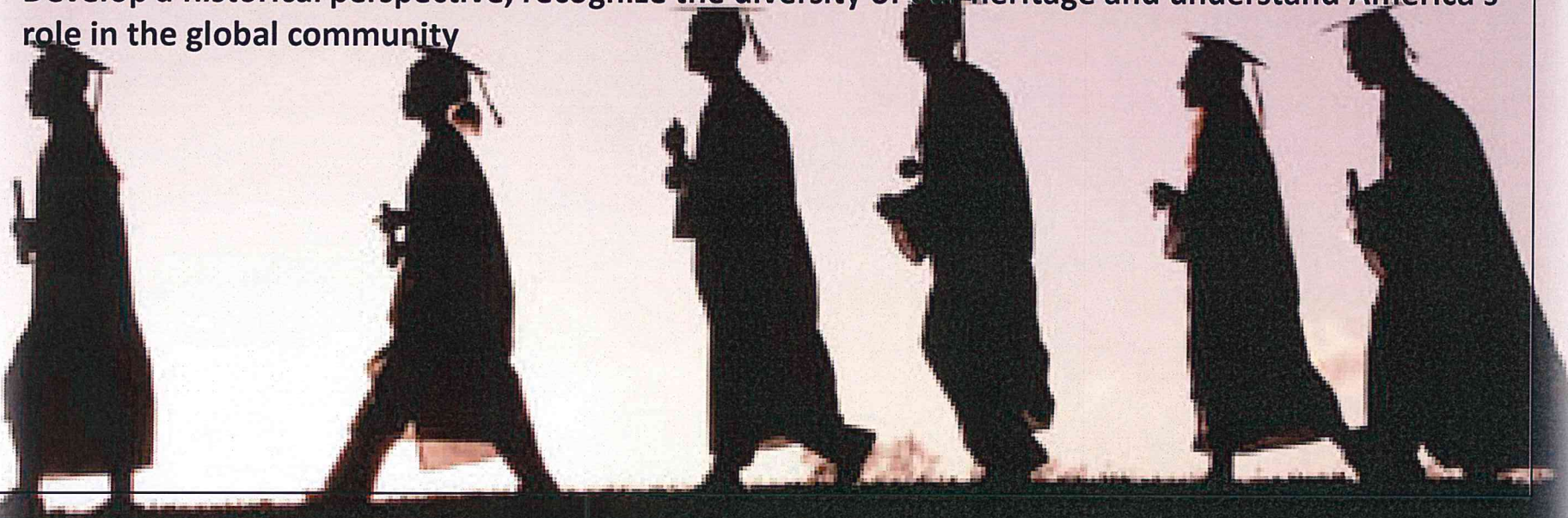
# BHS Graduate Core Expectations: Academic

- 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

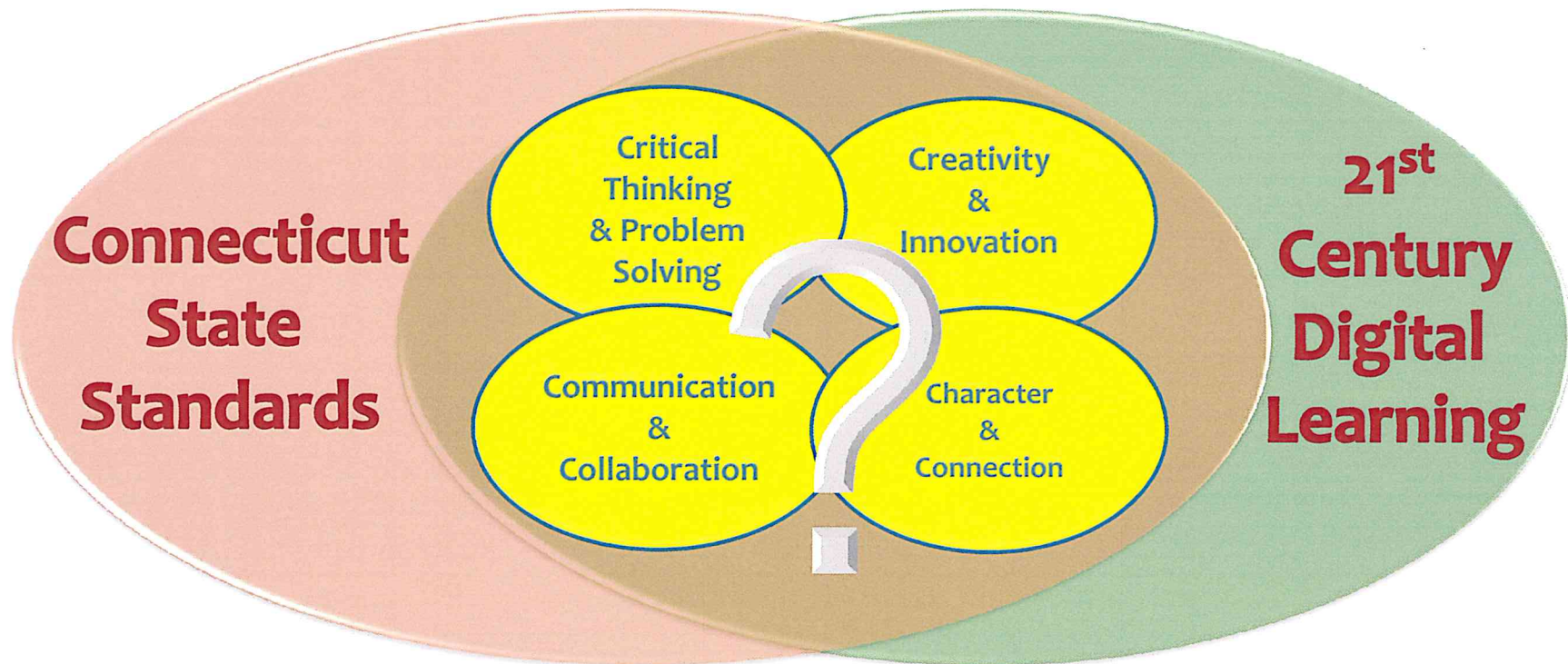


# BHS Graduate Core Expectations: Social/Civic

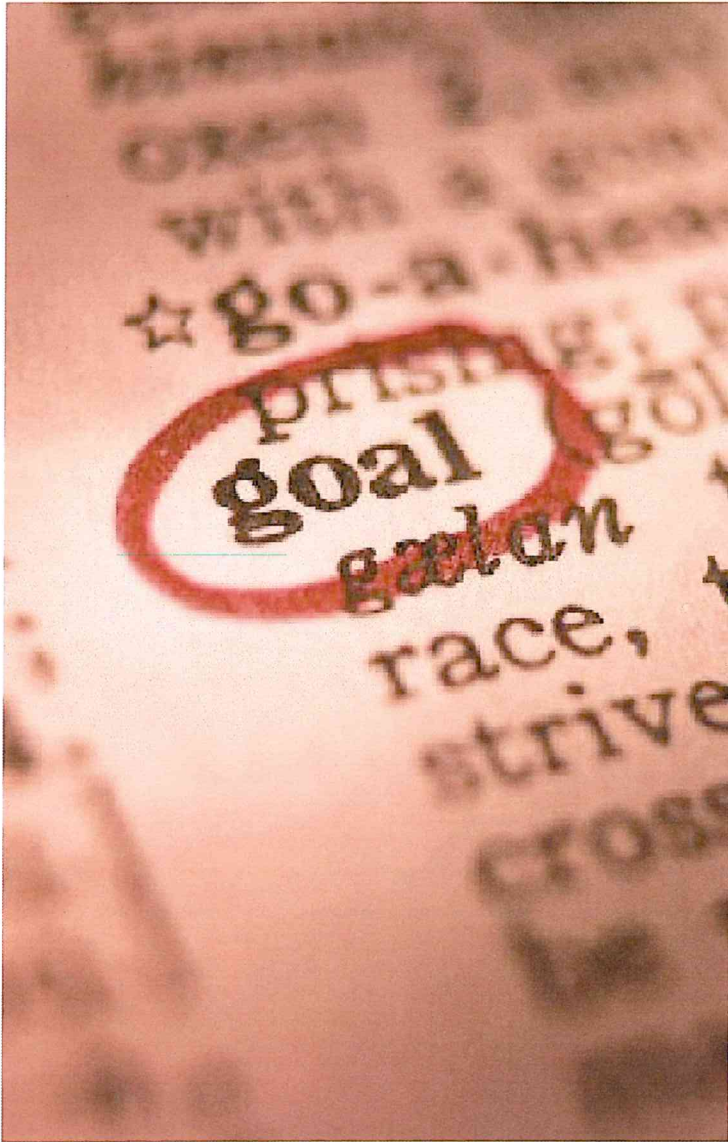
- Demonstrate shared responsibility for their own learning
- Develop ethical and respectful behavior, independence and self-discipline
- Demonstrate a shared partnership between school and the community
- Participate as active, responsible citizens in both school and the greater community, recognizing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



# The What: High Leverage Goals for Student Learning



Common Core Venn Diagram – 21<sup>st</sup> Century Skills Crosswalk - Four Highest Leverage Student Skills



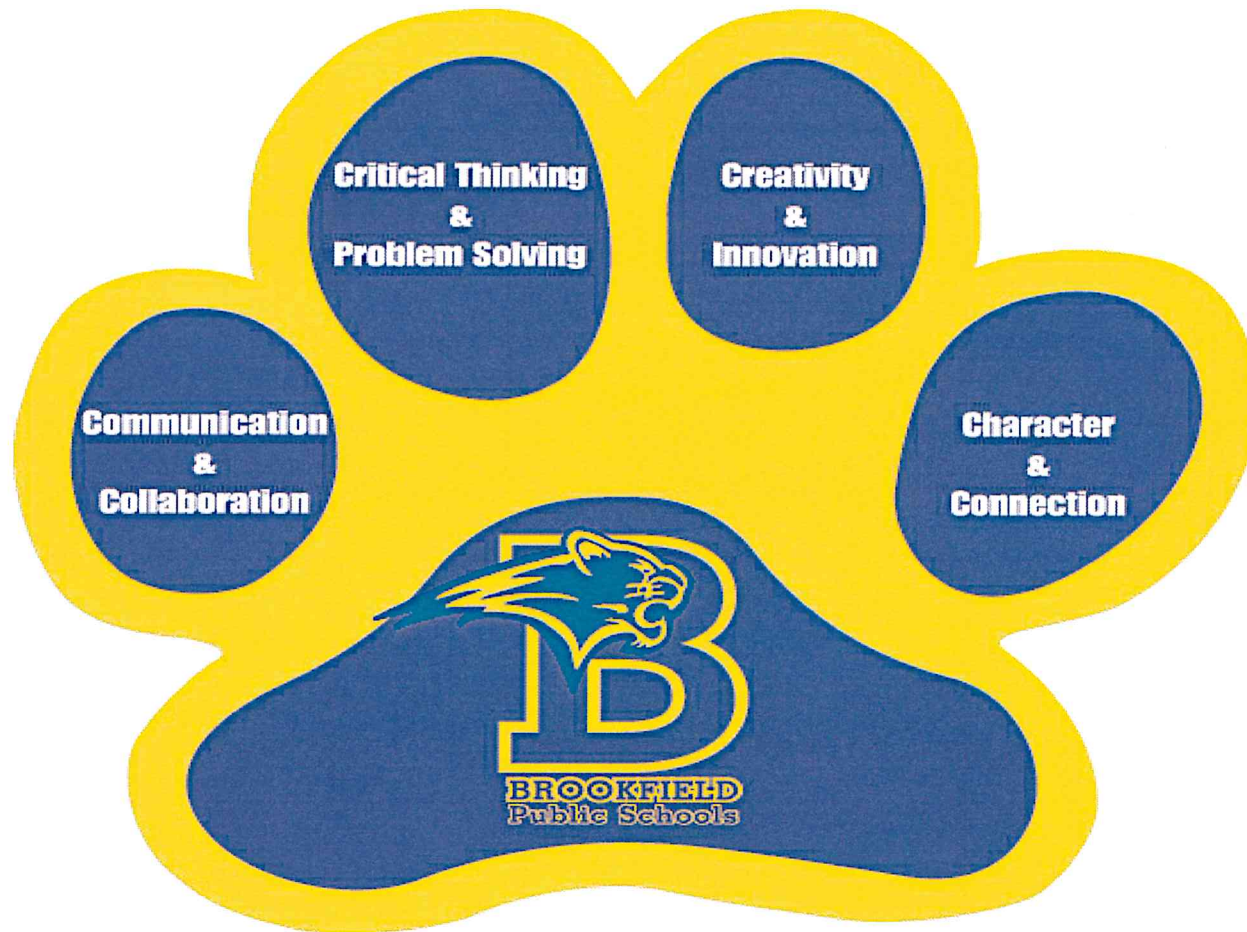
# Brookfield Vision/Mission

*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 Areas of Focus

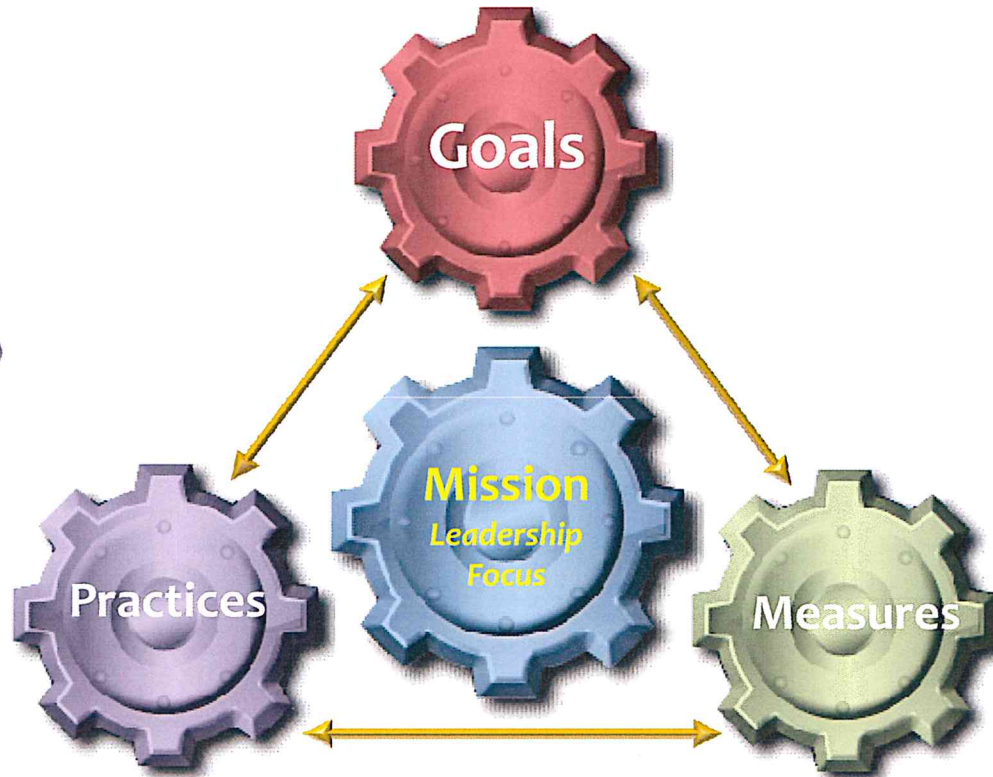




## The Pareto 85/15 Leverage Principle

Some things  
**Vital**  
are more  
important  
**Few**  
than others.

**What?**



**How?**

**How Well?**

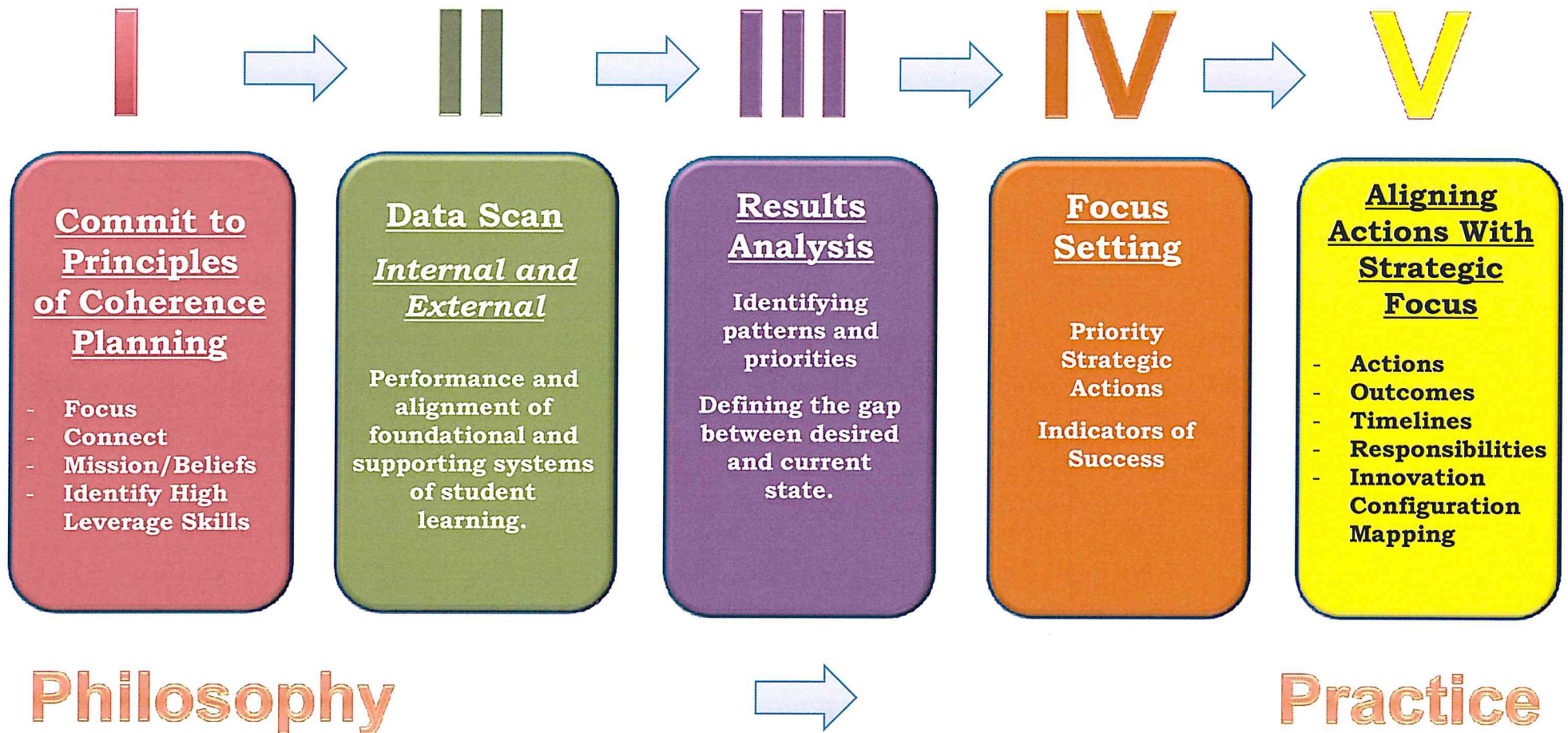
**Explicitly Connect Foundational Systems**

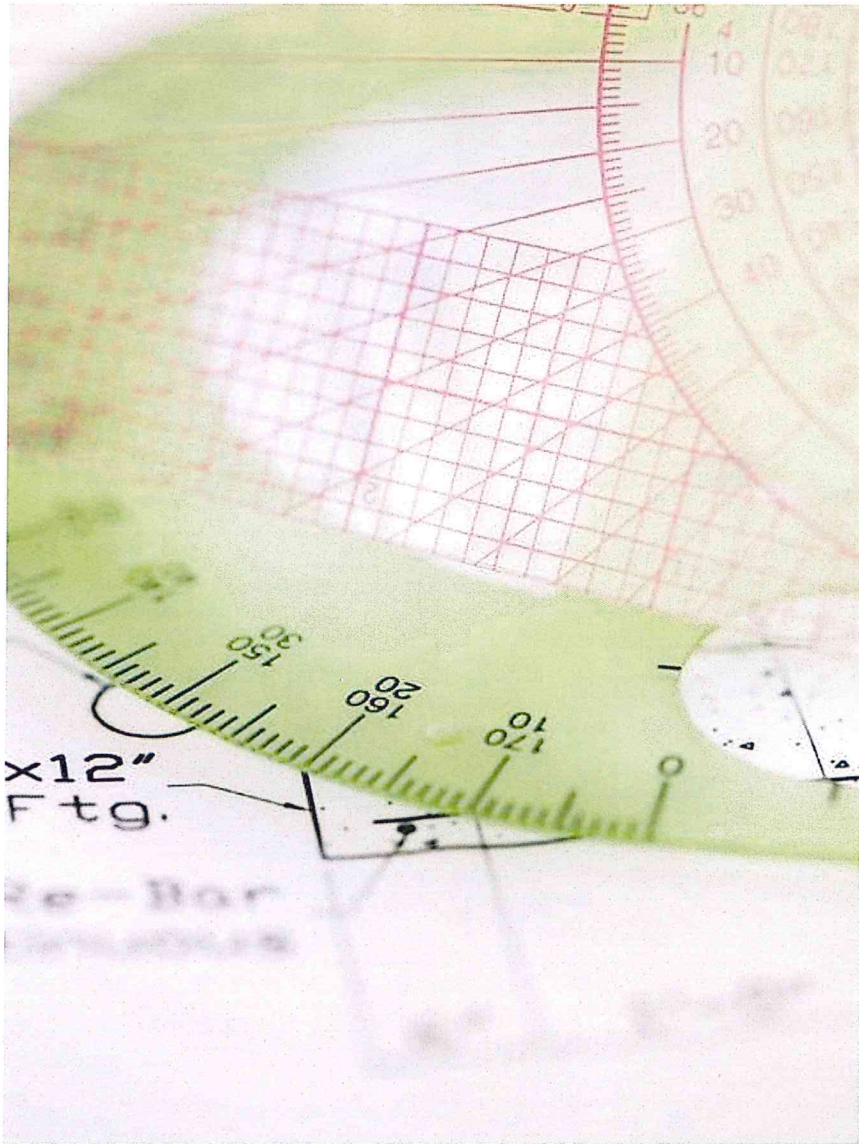
# Philosophical Foundations For Planning

## Four Outcomes for Strategic Coherence:

1. Prioritize, develop and support student learning goals to ensure student success in life, learning and work beyond school.
2. Support instructional and adult learning strategies to ensure rigorous, digitally supported pedagogical experiences which are aligned with the district's student goals.
3. Develop and implement measures of student and adult success which are aligned with student learning goals.
4. Align supporting organizational systems to ensure the acquisition of student learning goals.

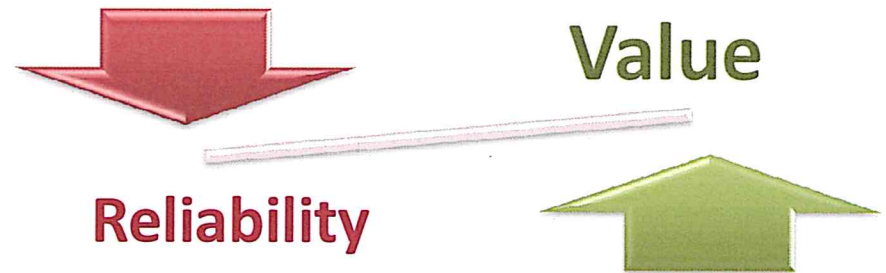
# Strategic Coherence Planning Process





Coherence Is Supported  
by Assessment

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



# Instruction:

## Engaging Students and Preparing For the Future

So that instruction can look less like this.....

### Boston Massacre:

#### An Important Event in American History

1. Read Chapter 6 – focus on the pages that describe what happened in the Boston Massacre and the events that followed it.
2. Answer the end of chapter review questions related to the massacre.
3. Bring your answers to class and be prepared to discuss them with your classmates.

... and more like this.

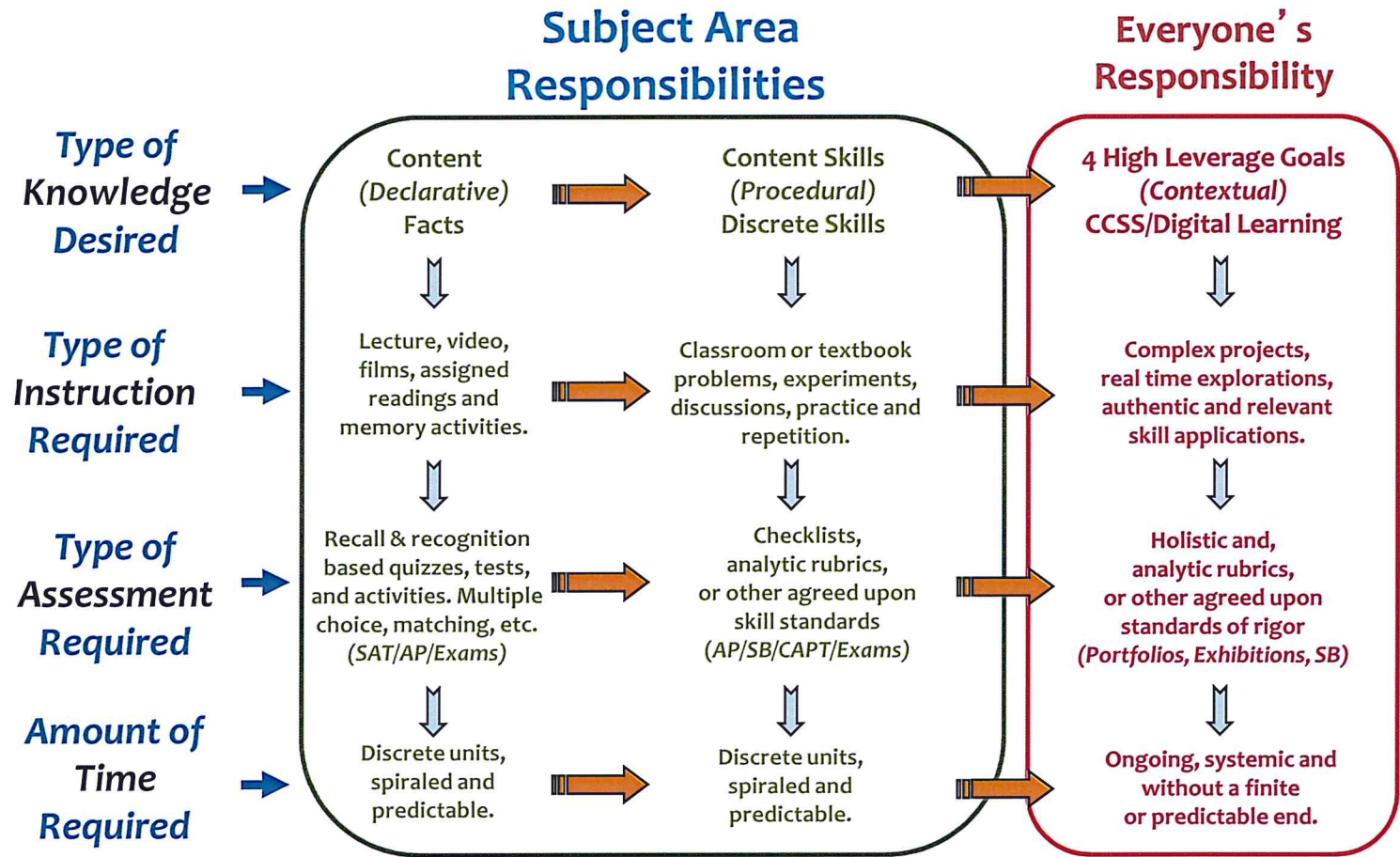
### Boston Massacre: Murder or Justifiable Homicide?

1. Team One find 5 historical narratives by different authors
  2. Team Two find 5 primary source documents from the trial
  3. Team Three find 5 British history references and opinions
  4. Team Four find 5 contemporaneous editorials.
- Present your work to the other teams.
  - Create a narrative outline of the event that includes data from all four teams.
  - Create a work that defends your summary/conclusion with your facts and evidence.
  - Be prepared to share your product with others if called upon.

[Boston Massacre Student Video](#)

# C O H E R E N C E

# C u r r i c u l a



*Align Your Systems With Your Goals for Learning*



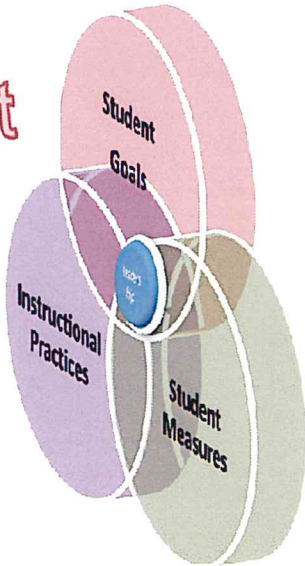
**Purpose**  
 To prepare every student for learning, life, and work in the 21<sup>st</sup> century.

# Coherence Pathways

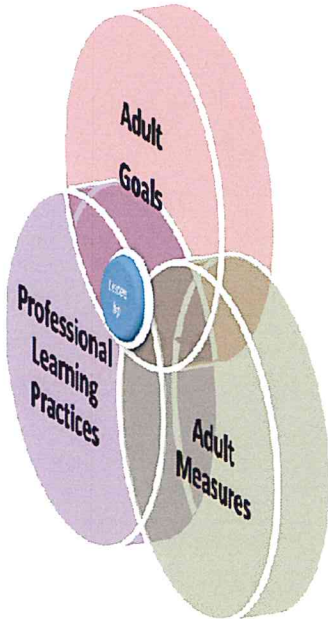
**Leadership**  
 Focus  
 Engagement  
 Ownership  
 Rigor  
 Alignment

**Easy to understand, hard to do.**

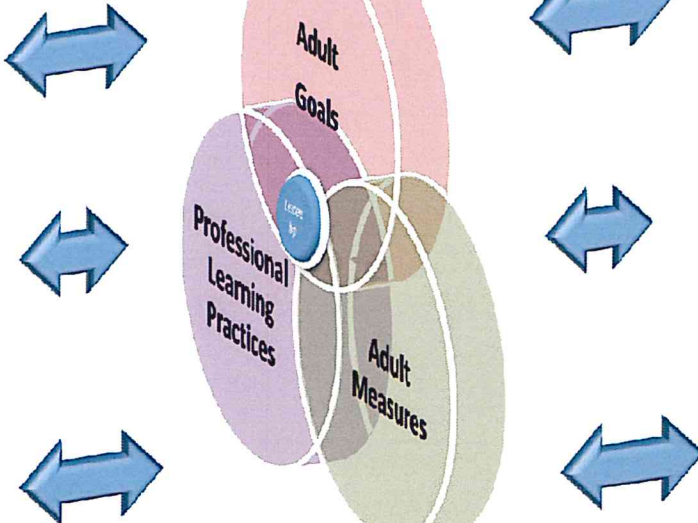
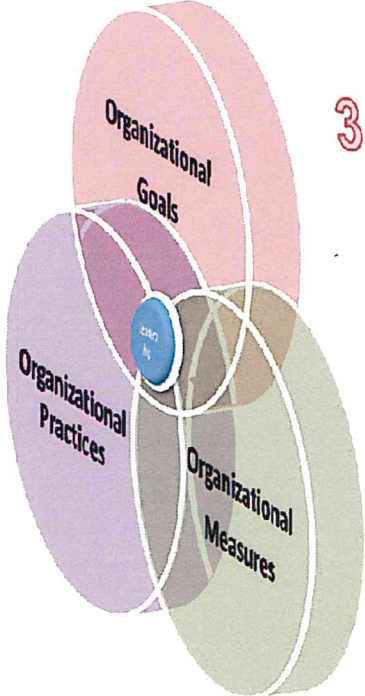
## 1. Student



## 2. Professional



## 3. Systems

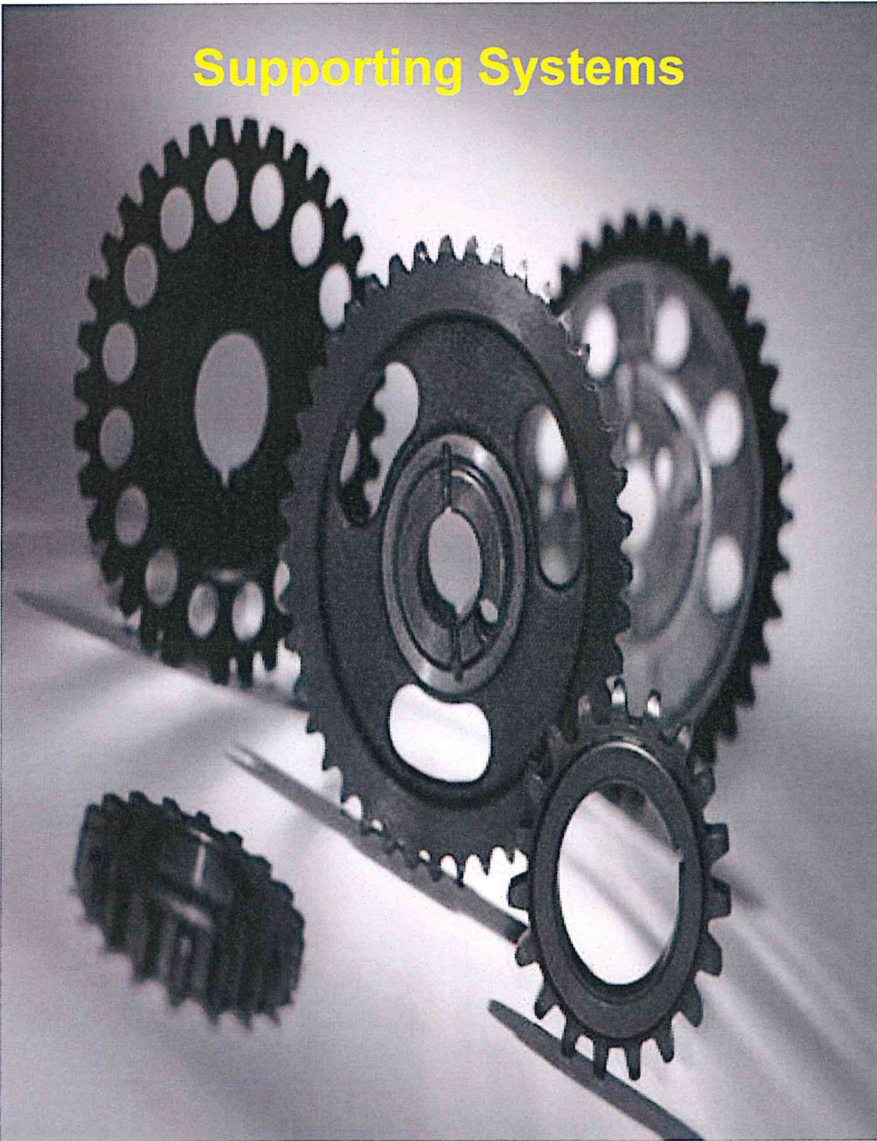


G = Goals P = Practices M = Measures

Jonathan P. Costa

S = Students A = Adults O = District/Building

## Supporting Systems



## 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

## 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

### 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

## 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 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
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

# Strategic Coherence Plan 2016-2021

