

**Croton-Harmon School District
Introductory Planning Meeting Results
June 6, 2016**

***Expectations for the
Strategic Coherence Planning Process***

<i>Hopes</i>	<i>Fears</i>
Consistency	Implementation
Curriculum	Consensus
Student Centered	Outcomes (kids)
Community	Process
Process	Time
Ownership/Buy-In	Too Prescriptive
Mission/Vision	Money
	Community/Stakeholders

Things to do before September....

- 1. Access to documents and folders – technical capacity.**
- 2. Review the process plan... let us know if there are any date certain that are unavailable in areas where retreats are listed.**
- 3. Play around with the Kickstarters – view, reflect, research, and suggest. Think about the “What?”**
- 4. Review the data collection areas and select a couple of options for what you would like to be involved in.**
- 5. Think of others who could be helpful...we will need help in data collection and feedback – especially late September and early October.**

HOPES FOR PLANNING PROCESS

As a result of the process, my greatest hope is that we will...

Consistency:

- Have more cohesion of attitudes
- Have stronger connections between schools
- Create meaningful work/learning for all ages
- Ensure that this work will be meaningful
- That our district can provide every child with a meaningful and excellent education
- That there will be stronger communications, expectations and protocols that are consistent K-12
- Come to consensus across buildings on how to engage students with consistency
- Have a process will help us be more unified as a district (“all on the same page”)
- Align my priorities with everyone else’s priorities
- Construct a plan that helps us to prioritize, strengthen our past work and have a clean and pronounced focus
- Have a clear focus moving forward
- Think systematically (K-12)
- Create a focused goal for K-12 learning
- Implement the plan consistently K-12

Curriculum:

- Develop a system that measures what students are learning over a course of multiple discipline
- Create a K-12 engineering course of study
- Prepare all students for the 21st century
- Provide more learning opportunities for students by exploring new technology
- Help students learn through a greater global lens
- Create a K-12 foreign language unit

Student Centered:

- Help students be better critical thinkers
- Develop creative problem solving skills for students
- Create a path for students K-12 which builds on student successes
- Increase students taking charge of their learning
- Encourage different styles of learning
- Develop a program that encourages student voice and participation with learning goals and styles
- Make decisions based on the needs of our students
- Encourage mindfulness of fellow students
- Better prepare students for job or college
- Focus on student learning and social/emotional growth
- Put students first

Community:

- Include the values of the community
- Create community “buy-in” from all people (parents...teachers) and stand by the plan
- Develop a plan that will have tremendous student and community “buy in”

Process:

- Encourage creative, innovative ways to deliver an effective learning system for Spec. Ed. students and (all students really)!
- Contribute meaningfully in this process
- Develop a plan that provides a path to the future
- Develop some long term plans
- My ideas will be well received
- Leave all our pre-conceived notions aside
- Think outside the box
- Share different perspectives
- Fit the plan with current goal setting and learning so that it is just a shift and not all new
- Use time wisely
- Work collaboratively as a team, modeling the district’s mission and vision
- Use time for PD for all staff to learn and be a part of any solutions
- Develop a plan that is a living document that continues to guide our work
- Develop a plan that will have measurable points of success
- Focus on a few initiatives that we will do well

Ownership/Buy-In:

- Have a positive impact on my students’ development/life
- Develop a system where our kids can acquire skills that help them become successful adults
- Encourage the rest of district (staff-parents-administration) to feel this is valuable work and that they will embrace recommendations
- Create a plan that teachers will internalize and students will understand
- Develop a plan that we all take ownership of
- Increase team work among administrators toward a common goal
- Develop “buy-in” and the plan is not viewed as top down
- Finally come up with is practical enough to be implemented

Mission/Vision:

- Develop a plan of differentiation for high ability learners
- Create an environment where we teach the whole child
- Serve the needs of all abilities of learners
- Educate the whole child. Students will take advantage of all opportunities offered
- Create a learning environment that nurtures and challenges our children
- Focus in on what we want for the district and its students
- Continue to provide a well-rounded education and opportunities for every child with opportunities for them to focus on and develop self-knowledge and passions
- Encourage our students to become self-directed life-long learners
- Develop a plan that is student-centric

- Provide the opportunity and support for every child to achieve their best
- Emphasize love of learning and not just how to acquire knowledge
- Develop educational plans based on our vision
- Operationalize our district mission and vision
- Find ways to incorporate the community in our vision
- Develop a plan that keeps Croton's vision and mission at the core of our work

FEARS FOR THE PLANNING PROCESS

As a result of this process, my greatest fear is that we will...

Implementation:

- Complicate systems that already work well
- Increase workload due to hopes
- Create less than productive work for ourselves
- Have to do “things” that we don’t support
- Lose sight of the plan as time goes on
- Spend a lot of time on this and it will be modified so much that it will not be recognizable
- Bite off more than we can chew (too large a process to complete)
- End up with too many diverse priorities
- Make changes will not translate to the classroom
- Get “bogged down” in the details

Consensus:

- Not arrive at a common understanding
- Have naysayers who are convinced that every iteration forward is a “new” initiative

Outcomes (kids):

- Spend time on a process that will not have long term impact
- Have lost sight of our students needs
- Leave certain children in the district behind because they don’t have family support or are able to advocate for themselves
- Become too focused on grades and achievement and not enough on self-knowledge
- Become similar to some of the districts in Westchester that push the kids too hard
- Focus on STEM only and forget about Arts & Creativity

Process:

- Develop a plan that sits on a shelf
- Sit in a binder on a dusty shelf!
- Not be able to gain consensus without diluting ideas to a point of ineffectiveness
- Not be “revisiting” our work when it is done
- Have enthusiasm without implementing
- Not implement the work

Time:

- Lose momentum over time and the plan will fizzle out
- Spend a lot of time but will not be able to measure our success
- Waste time
- Maybe it will not work and be extra work for all
- Be a waste of time

Too Prescriptive:

- Cause disruption in practices that are successful
- Lose our work along the way
- Leave out Croton's way of teaching
- Not value all individuals
- Lose some of the independence that teachers have currently
- Become a lock-step district
- Our educators will become too skewed toward tech

Money:

- Not be able to fund all of the hopes

Community/Stakeholders:

- Not get others to "buy-in" to our plan
- Forget about the community and what it values
- Not be accepted by all members of school community
- Not get buy-in from staff