



CROTON-HARMON SCHOOL DISTRICT

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Dear Members of the Croton-Harmon School Community:

As researchers Thomas L. Friedman, Yong Zhao and others have shared, we are preparing our students for jobs and a world that is difficult to define and that the jobs that exist now might not exist by the time a Croton-Harmon kindergarten student graduates from the high school. These researchers believe that students need to be able to think creatively, globally, independently and perhaps differently to contribute positively to a globalized society. As we reflect on the current research we are certainly reminded of the Croton-Harmon School District's vision and mission:

Vision - All Croton-Harmon students will develop the habits of mind and social skills to become lifelong learners, able to contribute to the well-being of society.

Mission - We are committed to challenging all students, community inclusion, and fostering respect. We will develop skills that enable students to become effective communicators, problem solvers, and researchers who are independent learners responsible for their own learning.

To this end, the Croton-Harmon School District is about to embark on a journey to create its next educational plan. At this point, we will be retiring our current plan and are poised to develop a plan to take us into the future. We are currently forming a committee of educators, parents, and community members who will help us create our new plan. We would like to invite you to participate in this work.

We have attached an outline of this work which will be facilitated by respected educators, Jonathan Costa and Dr. Lynn Allen. Mr. Costa and Dr. Allen have led similar successful initiatives in other school districts.

Please consider this invitation to join us so you can be part of something that will guide district decision-making and long term planning in the future. Our first meeting is scheduled for June 6, 2016 (1:00pm to 4:30pm). If you can only join us for a few meetings, please feel free to arrange for someone else to represent you or your group when you are absent. Please RSVP to Denise Lowry (denise.lowry@chufsd.org). Please respond no later than May 6th.

Thank you.

Sincerely,

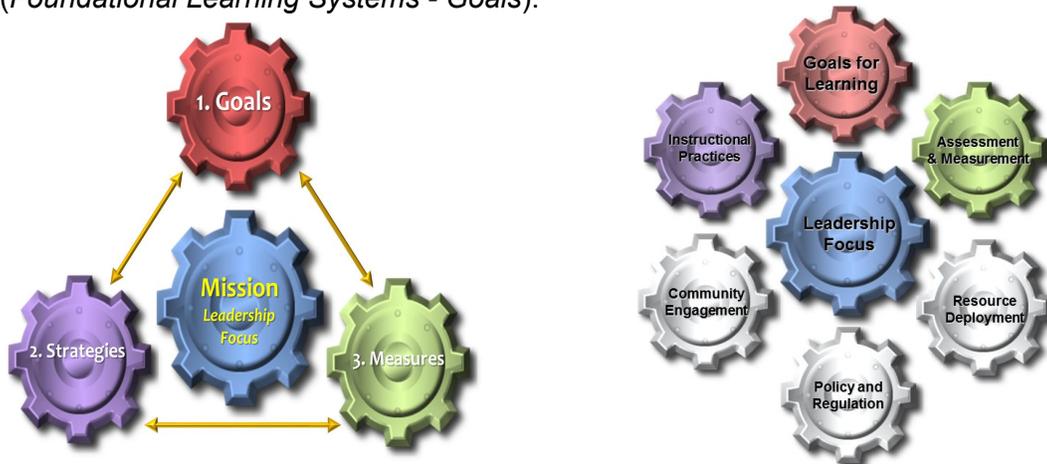
Edward R. Fuhrman, Jr. Ed.D

Deborah O'Connell, Ed.D.

Croton-Harmon Strategic Coherence Planning Process - An Invitation to Serve

1. Planning Process Goals and Overview:

- Lead a representative constituent group of administrators, teachers, Board of Education and community members through a complete, deep, data-based review of current district practice designed to create a system of schools all dedicated to the same high-leverage student success outcomes.
- Build consensus around a focused community statement of Mission, Values/Beliefs capable of ensuring the highest level of student success and preparedness for life in a digital age.
- Build consensus support for key skills, attributes and/or content outcomes that are most likely to drive improved student success for life, learning and work beyond school (*Foundational Learning Systems - Goals*).



- Identification of key instructional and adult learning strategies that will have the greatest impact on achievement of those identified outcomes (*Foundational Learning Systems - Practices*).
- Identification of key student learning assessment measures and adult accountability strategies that will have the greatest impact on achievement of those identified outcomes (*Foundational Learning Systems - Measures*).
- Build alignment of *Foundational Learning Systems* across all three levels of the organizational practice (student, adult, building/organization).
- Build district systems support capacity (Leadership, Resources, Community Engagement, and Policy) to align and focus improvement efforts on the highest leverage learning outcomes that lead to the highest levels of long-term student success over time (*Supporting Organizational Systems*).
- Compiling the results of this process into a systemic strategic coherence plan that designates a pathway of progress for the Croton-Harmon Schools over the next 3-5 years.

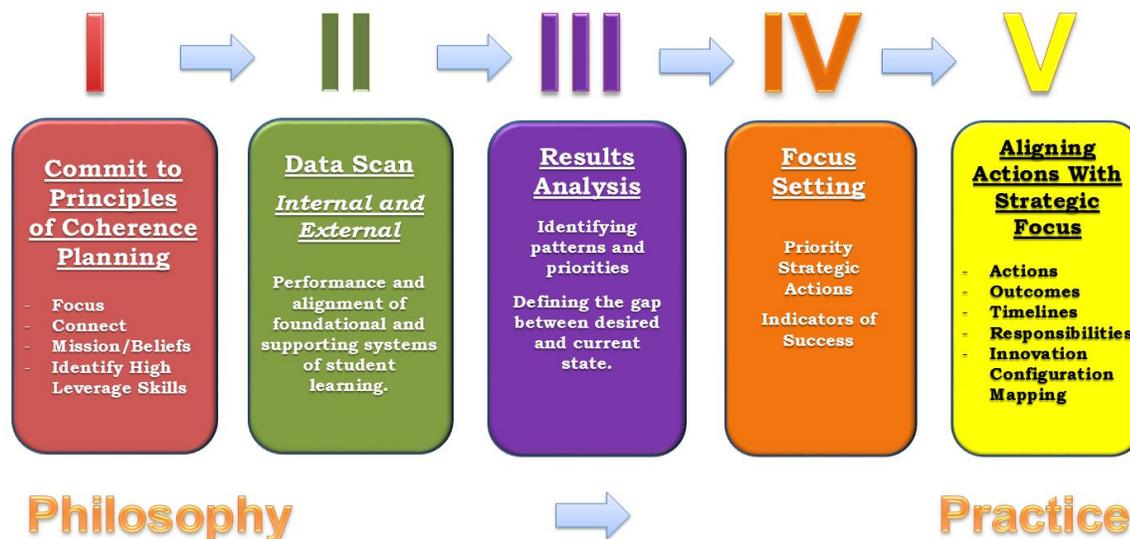
How is Strategic Coherence Planning Different?

Unlike traditional strategic planning processes that encourage a diffusion of improvement energy and resources, Strategic Coherence Planning uses data-based planning assumptions to focus the process on those highest leverage improvement processes that have demonstrated over time to make the largest impact on student learning and preparation for life, learning and work in a digital age.

Aligned Foundational Learning Systems



The strategic coherence planning process is divided into Five Phases. Phase I is designed to build consensus around the purpose and outcomes of the coherence planning process; including a refined mission, a vision of a successful graduate and the key learning outcomes that go with it. Phase II reviews existing performance data and activity within both the Foundational Learning and Supporting Systems. Phase III analyzes the results of the data scan, Phases IV uses that analysis to identify the most important leverage points for change in each target area and at each level (student learner, adult learner, and organizational) and the required practices needed to coherently align these goals between the levels over time. Phase V will build consensus on the technical and adaptive change strategies needed for aligning and focusing resources in each of the target areas. These strategies will be created and supported by a range of school constituencies, have associated indicators of success, and a roadmap for bringing district staff together to the successful action steps that will move the district toward accomplishment of its strategic goals.



2. Process Plan - Fiscal Year 2015-2016:

Step	Outcomes	Timeframe	Resources
Phase I 1. Commit To Principles of Coherence	<ul style="list-style-type: none"> → Superintendent, Board Chair, & representatives identify 16-22 key staff and constituents of the Croton-Harmon Schools community that should/would be willing to serve on the Strategic Coherence Planning Team (SCPT) with the bulk of the work being completed in the fall of 2016. → These constituents are invited and secured for participation. 	Spring of 2016	Superintendent, Board Chair & representatives
2. Materials production	<ul style="list-style-type: none"> → Planning materials and online resources are prepared and customized for the Croton-Harmon Strategic Coherence Planning Process. 	Spring of 2016	Consultants
3. Planning Team Preparation Meeting –	<ul style="list-style-type: none"> → Welcome and introductions. → Review rationale, outcomes and process plan. Include “big picture” 	June 6, 2016 1:30 PM to	Consultants, Strategic Coherence

<p>Planning Launch</p>	<p>presentation on planning environment, planning assumptions, and future needs of students in a digital age.</p> <ul style="list-style-type: none"> → Review proposed dates and participation parameters. → Introduce the Planning Team to the process plan, its outcomes, steps and rationale. → Review digital resources and ensure access to pre-work data sharing site and other digital planning resources. → Have participants consider data collection assignments for the fall. → Review data collection pre-work <ul style="list-style-type: none"> ◆ Goals for Learning ◆ Strategies for Learning ◆ Measures of Learning ◆ Supporting Systems ◆ External Factors 	<p>4:30 PM</p>	<p>Planning Team 1 consultant</p>
<p>4. Planning Pre-Work and Summer Reading</p>	<ul style="list-style-type: none"> → SCPT members review identified pre-reading/viewing resources and post reflections on the planning blog when appropriate. → SCPT members share resources that they feel would help to inform their colleagues as the process unfolds 	<p>Summer, 2016</p>	<p>- Consultant, Strategic Coherence Planning Team 1 consultant</p>
<p>Phase I - Mission and Defining the Successful Graduate Retreat</p> <p>-----</p> <p>Phase II – 1. Data Collection Launch</p>	<ul style="list-style-type: none"> → Based on a combination of existing materials and district thinking and the pre-retreat work done by participants, the planning team work to recommit to the district's Mission and define the characteristics of a successful graduate. <p>-----</p> <p>Assign Data Collection Groups</p> <ul style="list-style-type: none"> ● Goals for Learning ● Strategies for Learning ● Measures of Learning ● Supporting Systems ● Other 	<p>Early September , 2016</p> <p>1-2 full days depending on what will be created and what existing materials will be used.</p>	<p>- Materials - Strategic Coherence Planning Team .5 consultant</p>

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Step	Outcomes	Timeframe	Resources
<p>2. Focus Groups - Community Survey - Community Awareness Meeting</p>	<ul style="list-style-type: none"> → Community awareness session regarding the purpose and expected outcome of the Strategic Coherence Process → Community and faculty focus groups are brought together to explore appropriate data collection questions from each of the five groups. → A community survey of appropriate data collection questions is offered to all Croton-Harmon stakeholders. → Feedback on attributes of a successful Croton-Harmon graduate are collected and organized 	<p>September, 2016 – dates and times to be determined.</p>	<ul style="list-style-type: none"> - Materials - Strategic Coherence Planning Team 3 consultant
<p>3. Data Collection Support Meeting</p>	<ul style="list-style-type: none"> → Meet with representatives of each team and or any Team member who has a data collection question to ensure that they are comfortable with the process and are producing data that can help inform goal-setting. 	<p>Late September, 2016 - 3:30 PM to 6:30 PM on the selected date.</p>	<ul style="list-style-type: none"> - Materials - Strategic Coherence Planning Team .5 consultant
<p>Phase III& IV</p> <p>1. Goal Analysis and Prioritization Retreat (2 days)</p>	<ul style="list-style-type: none"> → Review the collected and analyzed data from the four data collection groups → Revise/focus district Mission and Beliefs → Brainstorm and prioritize goals based on all of the available information and the following criteria: <ul style="list-style-type: none"> ◆ Alignment of high leverage impact points ◆ Sustained potential for improvement over time 	<p>Middle of October, 2016</p> <p>1-2 full days</p>	<ul style="list-style-type: none"> - Materials - Strategic Coherence Planning Team 2 consultant

	<ul style="list-style-type: none"> ◆ Ability to move the measures toward mastery for all → Brainstorm and finalize indicators of success for goal 		
2. Constituent Group Reviews (optional)	<ul style="list-style-type: none"> → Goal and data results are reviewed by key constituent groups for feedback (Board, administrators, key district personnel) → Goals and indicators of success are finalized 	By 11/15/16	<ul style="list-style-type: none"> - Materials - TBD 1 consultant
1. Phase V - Planning Retreat (2-4 days)	<ul style="list-style-type: none"> → District leadership meet in a summer retreat to complete planning frameworks for the established goals. These frameworks to include: <ul style="list-style-type: none"> ◆ Goal rationale and supporting data ◆ Timelines for implementation ◆ Innovation Configuration Mapping ◆ Required resources and systems implications ◆ Recommended participants in the tactical decision making for the pursuit of each goal. 	Mid-Late November, early December 2016	<ul style="list-style-type: none"> - Materials - Planning Sub-Group 3 Consultant
2. Phase V Materials Production	<ul style="list-style-type: none"> → The work of all the goal teams are compiled and integrated into a final planning report 	By 12/15/16	<ul style="list-style-type: none"> - 2 Consultant
4. Phase V Results Review	<ul style="list-style-type: none"> → Goal Planning Teams deliver the work product to Superintendent, Board and other constituents for review and endorsement. 	By 1/01/17	<ul style="list-style-type: none"> - Materials - Strategic Coherence Planning Team .5 consultant

