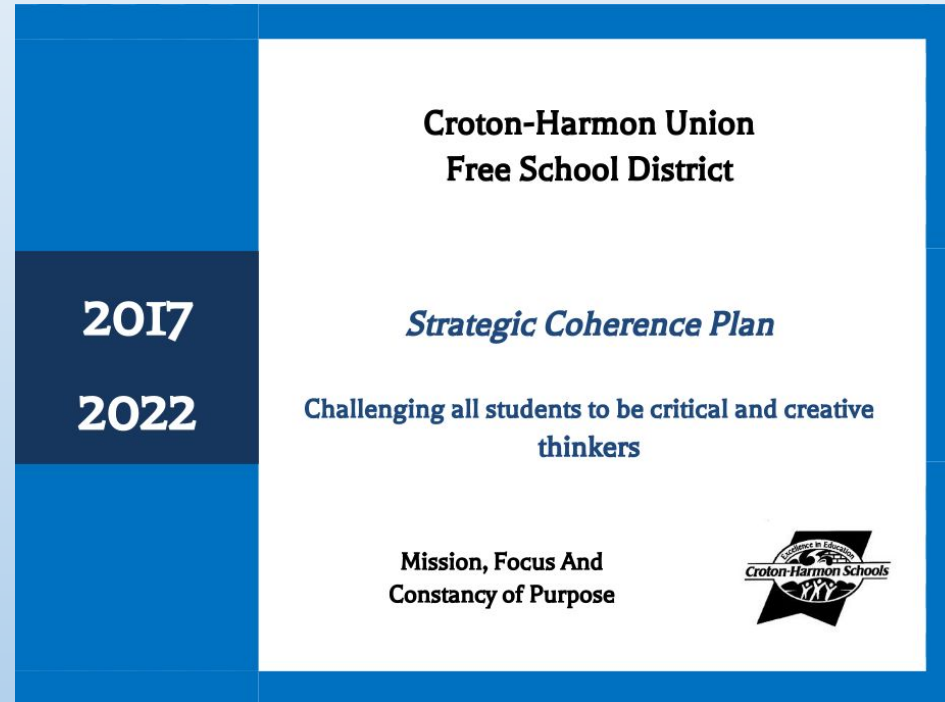


Strategic Coherence Plan



Board of Education Meeting

May 4, 2017

Planning Team List

Dr. Edward Fuhrman	Superintendent
Dr. Deborah O'Connell	Assistant Superintendent
Diane Chiassan	Assistant Superintendent for Business
Karen Gatto	Director Pupil Personnel Services
Deborah August	Director of Instructional Technology
Kelly Maloney	CET Principal
Dr. Barbara Ulm	PVC Principal
Alan Capasso	CHHS Principal
Michael Plotkin	PVC Assistant Principal
Thomas Cunningham	Director of Health, Wellness and Athletics
Patrice Davidson	BOE Representative
Andrea Furey	BOE Representative
Iris Cross-Bugliosi	BOE Representative

Planning Team Continued

Denise Baker

Dorothy Perrone

Sarah Wellman

Lauren Scollins

Lauren Callaway

Laura Labbate

Sara Langbert

Jeanne Harrington-Schiermbock

Dante Mancinelli

Sophia Mathews

Lori Phillips

Pamela Morrison

Jonathan Costa

Lynn Allen

CET Teacher

Special Education Teacher

CTA Union Representative

PVC Teacher

CET PTA Representative

PVC PTA Representative

CHHS PTA Representative

SEPTA Representative

Student Representative

Student Representative

Croton Free Library

CHHS Teacher

Facilitator

Facilitator

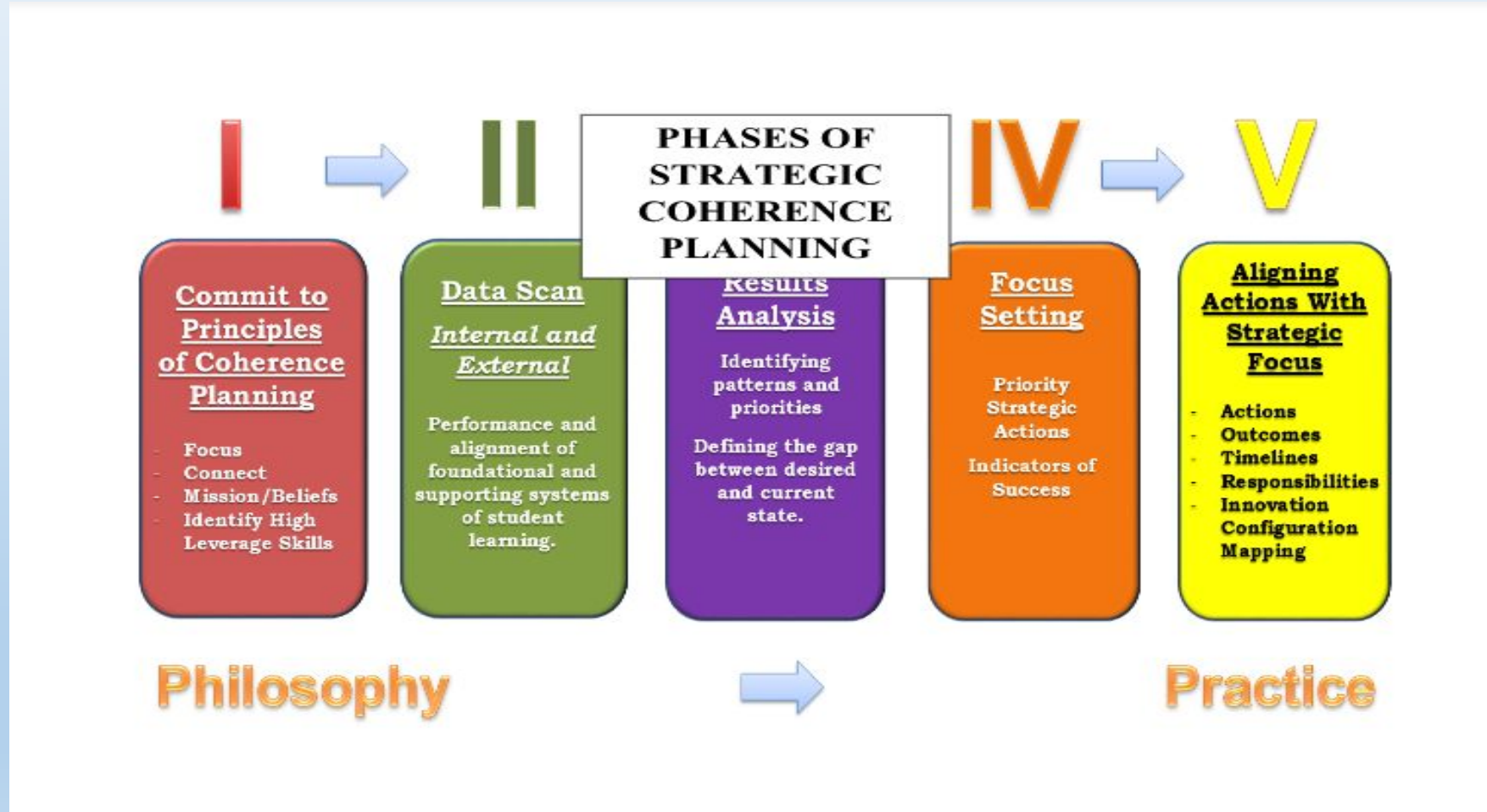
Background

- The Strategic Coherence Planning team began their work with an introductory meeting in June of 2016
- The focus of the planning meeting:
 - To provide an orientation to the challenges presented by planning in this era
 - To familiarize everyone with the phases of the strategic coherence planning process
 - To explore the basic principles of coherence that are the foundation of this approach to planning

Purpose of the Plan

- Identify a focus on an outcome for student learning
 - In order for our students to be successful as they exit Croton-Harmon Schools, what do we want our students to know and be able to do?
- In order to answer the above probing question, the Strategic Coherence Planning Committee read articles, engaged in dialogue, and researched best practices
AFTER CAREFUL REVIEW & BASED ON DATA/FEEDBACK.....
- The Committee established the Goal/Focus:
Critical and creative thinking for problem solving

Process to Create the Plan



Six Strategies

Strategy One: Forge a consensus on definitions and meaning of critical and creative thinking for problem solving.

Strategy Two: Build an aligned goal setting process relating to critical and creative thinking for problem solving and have a clear connection to other things that the teachers and students are/have been doing.

Strategies...

Strategy Three: Ensure there is a common definition for Problem and Project Based Learning in support of the critical and creative thinking for problem solving and that all students have opportunities to pursue/practice them in all curriculum areas.

Strategy Four: Develop a district-wide assessment system that captures student performance for critical and creative thinking for problem solving and allows for feedback and accountability for skill obtainment.

Strategies...

Strategy Five: Incorporate the practice and support of critical and creative thinking for problem solving into the teacher observation rubric and instructional feedback process.

Strategy Six: Create a comprehensive communications structure and strategy to improve teachers' and stakeholders' understanding of the goal setting process and the ongoing efforts to align and connect long-term improvement efforts to mission and vision of a successful graduate.

	Action	Action Plan For Strategy 4: Draft Outcome	Who	When
1	Revise the assessment types in Rubicon Atlas to reflect the types of assessments in the district (so there are common assessment types grades K12).	Assessment types will be common district-wide and used to appropriately identify specific assessments	Administrative Council, Curriculum Coordinators, Teachers	
2	Inventory current assessments K-12	An inventory of the current state will be produced which reflects current assessment practices	Administrative Council Curriculum Coordinators Teachers	
3	Identify specific measures of critical and creative thinking and problem solving using newly defined terms	Current assessments will be tagged to indicate if it is a measure of critical and creative thinking for problem solving	Administrative Council Curriculum Coordinators Teachers	
4	Develop assessments (as needed) to specifically address critical and creative thinking for problem solving and label them appropriately in Rubicon Atlas	Assessments will be developed (whole or part) to reflect critical and creative thinking for problem solving	Administrative Council Curriculum Coordinators Teachers	

	Action:	Outcome:	Who	When:
5	Create a K-12 assessment inventory outlining the specific goal area	A final draft will be created to reflect the assessments specific to critical and creative thinking for problem solving	Administrative Council Curriculum Coordinators Teachers	
6	Share the K-12 draft with all teachers	All teachers will have the opportunity to review the K-12 systems approach to assessing critical and creative thinking for problem solving	Administrative Council Curriculum Coordinators Teachers	
7	Evaluate the progress of the plan and adjust as necessary			

Next Steps

- Seek the Board of Education endorsement of the plan – May 4
- Implementation of the plan
 - What does critical thinking look like in practice? How do we define critical thinking? Where is it evident in curricula? How do we strengthen our practices to include more opportunities for students to think critically? What is the desired state? (same questions apply to creative thinking/problem solving)
- Provide periodic updates to the community

Questions

	<p>Croton-Harmon Union Free School District</p>
<p>2017 2022</p>	<p><i>Strategic Coherence Plan</i></p> <p>Challenging all students to be critical and creative thinkers</p>
	<p>Mission, Focus And Constancy of Purpose</p> 