

Strategic Coherence Plan

2016-2021



Mission, Focus
And Constancy
Of Purpose

***Hyde Park Central School District
Strategic Coherence Plan***

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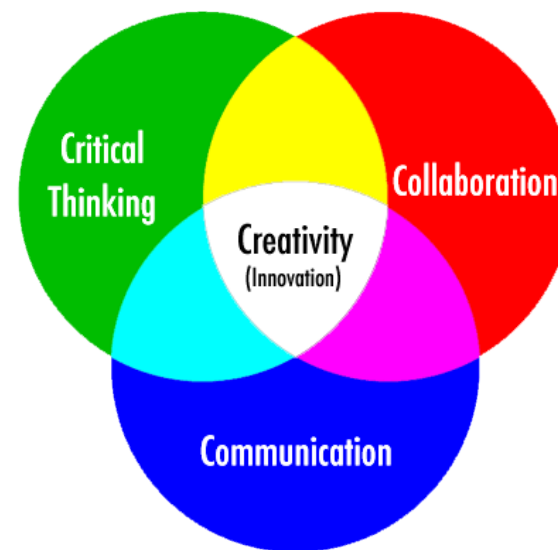
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Executive Summary

The world around us has changed. With the advent of the digital age and the ever-shrinking global economy, the definition of what it means to appropriately prepare a student for life learning and work beyond school has been transformed. Content knowledge is no longer enough to ensure student success – there is a growing consensus regarding the skills that are needed for all; communication, collaboration, critical thinking and creativity. Without these skills, students will have limited choices and will not have the ability to appropriately adjust and learn as circumstances and opportunities change throughout their lives. This planning process was designed to determine to what degree a Hyde Park Central School District education make certain that a student who graduates from here will leave with these skills and the content knowledge they need to succeed regardless of their future path of choice. The actions identified by the plan outline what needs to happen to realize that vision.

Unlike traditional strategic planning which seeks to collect data and set goals related to numerous and frequently unrelated topics, this Strategic Coherence Plan was totally focused on just those elements of work that support student success for a mobile world. How are K-12 teaching and classroom experiences facilitating student practice of communication, collaboration, critical thinking and creativity? How are we measuring our success and using that K-12 data to create accountability and the continuous improvement of student performance? How do we budget and plan and make sure that all of our K-12 work is designed to increase the number of children who leave Hyde Park ready to perform these skills at a high level? The bottom line is that to ensure that all Hyde Park students graduate ready to communicate, collaborate, think critically and be creative, they need to be taught in ways that support those skills and that all students and adults in the system need to be accountable for those performances. The importance of these skills is highlighted in this video: <https://www.youtube.com/watch?v=ghx0vd1oEzM>

By asking these questions and building the answers based on the good things that are already happening in Hyde Park, the members of the Strategic Coherence Planning team have identified the steps that need to be taken over the next 5 years to help every child build their skills. On a day to day basis, as the plan is rolled out and the proposed actions are implemented, the district-wide focus will increasingly spotlight how students can demonstrate the degree to which they have mastered “the Four Cs.” Students will encounter lessons and projects where specific feedback on how well they are applying their skills and what they need to do to improve in all of their classes throughout their Hyde Park



educational experience. This feedback will be guided by rigorous standards that have been validated and tested by educators across the country through the organization Edleader21. These frameworks (like the partial one displayed to the right) will provide consistency and reliability so that students will get similar expectations from grade level to grade level and class to class on these four critical skill areas.

Parents will be hearing more about what kinds of work students are doing that support these skills and they will be learning the language that the Hyde Park schools use to measure and evaluate how well they are doing them. Over time, they will see the evidence that their children can apply the four critical skills effectively build and be reported on so all are accountable for their acquisition.

Performance Area	1	2	3	4
Interpretation and Analysis	<p>Builds background knowledge from a single or very limited number of sources.</p> <p>Shows an understanding of the concept of point of view; is building a foundation to describe sources' points of view.</p> <p>Explains point of view; is building a foundation to explain the difference between their point of view and that of sources.</p> <p>Shows understanding of the</p>	<p>With support, integrates information from a limited number of sources on the inquiry topic to build background knowledge.</p> <p>Is beginning to describe sources' points of view, but struggles to analyze how the sources address conflicting viewpoints.</p> <p>Explains the difference between their point of view and that of sources, but explanation is somewhat unclear.</p>	<p>Integrates information from multiple sources on the inquiry topic to build background knowledge, with independence.</p> <p>Accurately determines sources' points of view and analyzes how the sources address conflicting viewpoints.</p> <p>Clearly explains the difference between his/her point of view and that of sources.</p> <p>Is laying the foundation to</p>	<p>Integrates information from a large number of sources on the inquiry topic to build background knowledge.</p> <p>Thoroughly evaluates sources' points of view and detects bias, when present; clearly analyzes how sources address conflicting viewpoints.</p> <p>Shows openness or ability to look at information from different viewpoints, even</p>

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Community members should be seeing that budgets and resources are designed to increase the district's capacity to support these skills for the entire student body. As we work to improve practice and build student capacity for communication, critical thinking, collaboration and creativity, we intend to maintain the successful aligned practices that Hyde Park is currently engaged in, but build on them so that teachers have the instructional space and resources they need to do quality work at a reasonable pace focused on those things that the Hyde Park community values most.

This report is designed to tell the story of the entire planning process – from the “vital few” rationale and assumptions that guided it, through the data collection and analysis activities, and then to the priority strategies and specific actions that will guide the first 12-18 months of work to be done. Those strategies are the start of a multi-year effort to reframe the public school experience in Hyde Park so that the district's Mission of empowering our community to strive for excellence and embrace the opportunities of our globally connected world can be realized for every student.

Planning Context

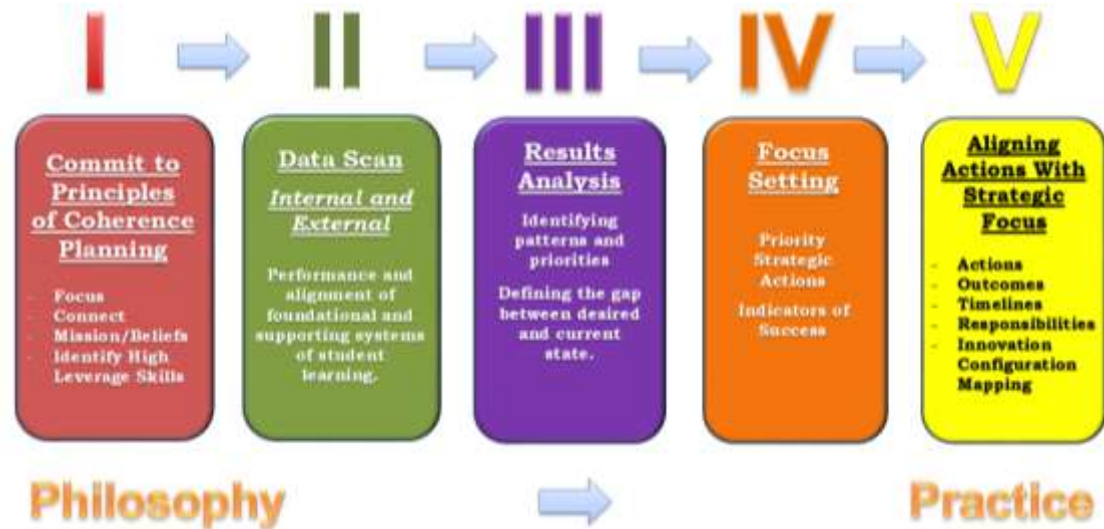
Most famous for being the hometown of U.S. President Franklin D. Roosevelt, Hyde Park New York is situated along the Hudson River and enjoys many natural and historical assets. As of the 2010 census, Hyde Park was the home of 21,571 residents. From this population, the Hyde Park Central School district enrolls nearly 4,000 students with a little less than half coming from economically disadvantaged homes. All of these students attend one of 6 educational facilities: there are four primary schools – R.R. Smith, North Park, Violet Avenue, and Netherwood, one middle school - Haviland, and one high school – Franklin D. Roosevelt High School.

Haviland Middle and Franklin D. Roosevelt High School were at one point designated as Focus Schools under New York State's Department of Education accountability policies. Primarily the result of sub-group performance on NYS ELA and Math Assessments in grades 6-8 and Regents exams in English and integrated Algebra, the district has responded by submitting and implemented the required annual Comprehensive Education Improvement Plans and is now a district in good standing. Using a variety of leadership, community, curriculum and instructional resources the Hyde Park plan is focused primarily on the performance of students with disabilities and those who are economically disadvantaged by strengthening the elementary program, the use of data to inform the differentiation of instruction, and implementing an integrated co-teaching model.

On top of these efforts and the aligned work to improve the achievement of all students through Quality Improvement Plans, the district has managed the advent of the digital age, reacted to the recent waves of new academic standards, and implemented an entirely new and labor intensive evaluation structure for both teachers and administrators. While any one of these shifts alone would have been challenging to manage, when taken in combination, they have created imperatives for change that have had an unprecedented impact on every facet of public school education in Hyde Park.

The accumulated weight of these efforts has also led to ongoing frustrations among the staff, administration and public; a feeling that everyone is working very hard on these new directives but not really making progress in preparing students for their lives beyond school. Many believe that the labor required to meet requirements imposed by federal and state reforms has felt more like a compliance exercise than it has meaningful work done on behalf of student well-being. Increasingly, professionals and parents alike have begun to wonder how all of this was impacting the broader Hyde Park Public School system and its ability to ensure student success.

As a response, in the summer of 2015, Superintendent Greer Rychcik, with the support of the Board and the Board's Chair Douglas H. Hieter, launched an effort to bring focus, control and coherence to Hyde Park's pursuit of improved student learning. While prior leaders may have pursued a traditional strategic plan to accomplish this task, in a presentation to the Board in October of 2015 planning consultant Jonathan Costa proposed a different path. Costa explained that his process, Strategic Coherence Planning, employs a backwards design method similar to those employed by curriculum and instructional designers. Just as it does for instructional planning, backwards design allows participants to start the improvement process by agreeing on what student success (skills and attributes) would look like for Hyde Park students and then focus solely on those research-based practices that ensure a coherent PreK-12 system that supports that definition of student success. The five phase process is outlined below (*Figure 1*) and is described in greater detail in the next section of this report.



(Figure 1)

With this student centered focus, the entire Strategic Coherence Planning process is designed to create a system dedicated to ensuring that every Hyde Park child acquires the skills and attributes required for success in life, learning and work beyond school. The Board of Education endorsed this approach and in November of 2015, the Superintendent convened a Strategic Coherence Planning Team consisting of key staff members, Board of Education members, and a diverse group of community representatives to complete the work required in each of the five phases. The members of this Strategic Coherence Planning Team and their affiliations are as follows:

The Strategic Coherence Planning Team

Person	-	Role	Person	-	Role
Roger Gill		Community Member	Joey Colaizzo		FDR High School – Student
Christine Jones		Community Member	Kayla O’Grady		FDR High School – Student
Charles "Chuck" Kramer		Community Member	Kelley Marshall		FDR High School - Parent
Joe Marrine		Community Member	Eric Shaw		Haviland - Principal
David Ray		Community Member	Jennifer Morris		Teacher
Barbara Sweet		Community Member	Mary Ann Mullen		Teacher – HPTA Vice President
John Vanderlee		Community Member	Felicia Olson		Teacher
Julio A. Torres Jr.		Higher Education (Marist)	Mary Beth Scattergood		Teacher, HPTA President
Jeffrey B. Danielson		Board Member	Danielle Relyea		HPUE Representative
Perry Sheldon		Board Member	Melissa Lawson		Ralph R. Smith - Principal
Douglas Hieter		Board President	Emily Broomhead		Violet Avenue - Parent
Aviva Kafka		Administrator			
Greer Rychcik		Administrator			
Jen Criser-Eighmy		Admin.,HPTA Vice President			
Bobbie Goodmam		FDR High School – Parent			
Nate Craig		FDR High School – Student			
Jonathan P. Costa, Sr. - <i>Process Facilitator</i>					

Work Process and Planning Phases Detail

The Strategic Coherence Planning team began their work with an introductory meeting on Tuesday, November 17th of 2015 designed to; 1. provide an orientation to the challenges presented by planning in this era, 2. familiarize everyone with the five phase strategic coherence planning process, and 3. to explore the basic principles of coherence that are the foundation of this approach to planning. These principles are summarized in the following declaration: a district can only ensure student success in a digital age by articulating a clear vision of what that student success looks like and then thoughtfully connect that vision to specific goals for learning, aligned measures of learning, and associated effective teaching practices (*Figure 2 -Foundational Instructional Systems*).

(Figure 2)



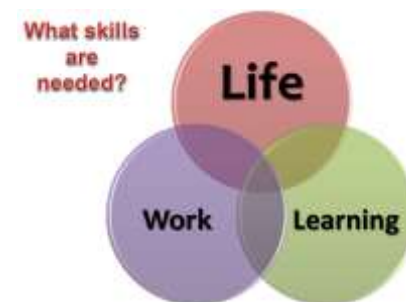
This formula for student success may seem obvious, but as noted earlier, the last several years have demonstrated that with all of the external distractions, it is easy for planning groups to lose their way and become convinced that meeting mandates and pursuing compliance activities are synonymous with producing students who can think, are happy, and can function in complex cognitive environments. The truth is that is not always the case. There are just so many hours in the school day and so just many days in the school year. Time and energy are finite resources and the more work that has to be done with those limited commodities the more fragmented and dispersed the efforts on the most important issues can become. The Strategic Coherence Planning Team took some time to discuss this reality and review all of the major changes that have been introduced in New York, and by extension in Hyde Park, over just the last five years:

- A variety of testing and educator evaluation changes driven by New York state's No Child Left Behind waiver and its Race to the Top program which dramatically changed the way every educator was supervised and evaluated in the district
- Additional accountability measures for districts, buildings and programs and the identification of Haviland and FDR as Focus Schools
- Required planning and improvement responses to Haviland and FDRs status as Focus Schools

- Making explicit connections between student test results and educator evaluation processes
- Annual educator ratings
- Language arts curriculum and instructional challenges including higher expectations related to new Common Core Standards
- Mathematics curriculum and instructional challenges including higher expectations related to new Common Core Standards
- Social Studies curriculum and instructional challenges including higher expectations related to new national standards framework
- Science curriculum and instructional challenges including higher expectations related to the new Next Generation Science Standards
- Transition to a new generation of computer based adaptive student assessments
- New models of professional learning and support guided by a new set of voluntary national professional learning standards
- The inevitable transition from a primarily print based learning environment to one that features ready access to digital resources
- The challenges of meeting the social and emotional needs of an increasingly wide range of students
- Additional adjustments to all of the above as now required by the recently passed Education Transformation Act of 2015 which will go into effect in the summer of 2016.

With all of this, it is not surprising that professionals, parents and students alike can feel adrift in the tumult. The key learning takeaway for the team at the launch meeting was understanding that Strategic Coherence Planning is about rediscovering and recommitting to a focus on student success and then rebuilding the systems connections required to make it happen for all students in the Hyde Park Public Schools.

Following their orientation to this conceptual background, The Strategic Coherence Planning Team explored the five phase planning process in detail. **Phase I** is about understanding the four Strategic Coherence Outcomes that frame the backwards design. This is why Phase I is entitled “Commit to the Principles of Coherence.” These outcomes are the reference point for each of the following phases of the planning process; the student goal setting, the data collection, and all of the action planning that is to come. Each of these four outcomes are described below with accompanying illustration of the foundational concept for each.



Strategic Coherence Outcome One: Goals for Learning

(Figure 3)

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.

Strategic Coherence Outcome Two: Teaching for Learning

(Figure 4)

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.

Figure 3

Instruction that depends and focuses less on these elements...	...and depends and focuses more on these elements.
<p>Less paper</p> <p>Less about facts</p> <p>Less about single source research</p> <p>Less about rankings</p> <p>Less about memory and volume</p> <p>Less just in case cramming</p> <p>Less about compliance with rigid systems</p>	<p><i>More pixels</i></p> <p><i>More about skills</i></p> <p><i>More about synthesis of multiple information sources</i></p> <p><i>More about experiences</i></p> <p><i>More about judgment and rigor</i></p> <p><i>More just in time learning</i></p> <p><i>More about creating value for one's self and others</i></p>

(Figure 4)

Strategic Coherence Outcome Three: Measures of Learning

(Figure 5)

The district uses and reports on appropriate and balanced measures of student and adult success that are aligned with its student learning goals.

Measure what you
value, value what
you measure.



(Figure 5)

Strategic Coherence Outcome Four: Alignment and Coherence
(Figure 6)

The district aligns its supporting organizational systems to support the acquisition of its student learning goals (the Yellow Gears – Community Engagement, Policy and Regulation, and Resource Allocations).



(Figure 6)

With the four Strategic Coherence Outcomes explained and explored, the Strategic Coherence Planning Team then got a preview of the other phases of the planning process.

Phase II - Complete a data scan of existing practices compared to those described in the four coherence outcomes.

Phase III - Complete a results analysis to determine the gaps between the current state and the desired coherence outcomes.

Phase IV - Forge a consensus on which gaps are the most critical to address to set the focus for future work.

Phase V - Plan and align work and action across the across the organization to ensure that the coherence outcomes are realized and the associated levels of student success obtained.

The final element of the opening meeting was the discussion of the long-term organizational structure that is supported by the Strategic Coherence Planning process. When successful, a school system that has completed the process emerges from it united behind a common pursuit of the key attributes of student success that have been identified by their community. The process should leave behind a system where student learning goals, measures and practices are aligned with adult performance goals, measures and practices, and all are driven and supported by a unified vision of goals, measures and practices at the organizational/building level (Figure 7).

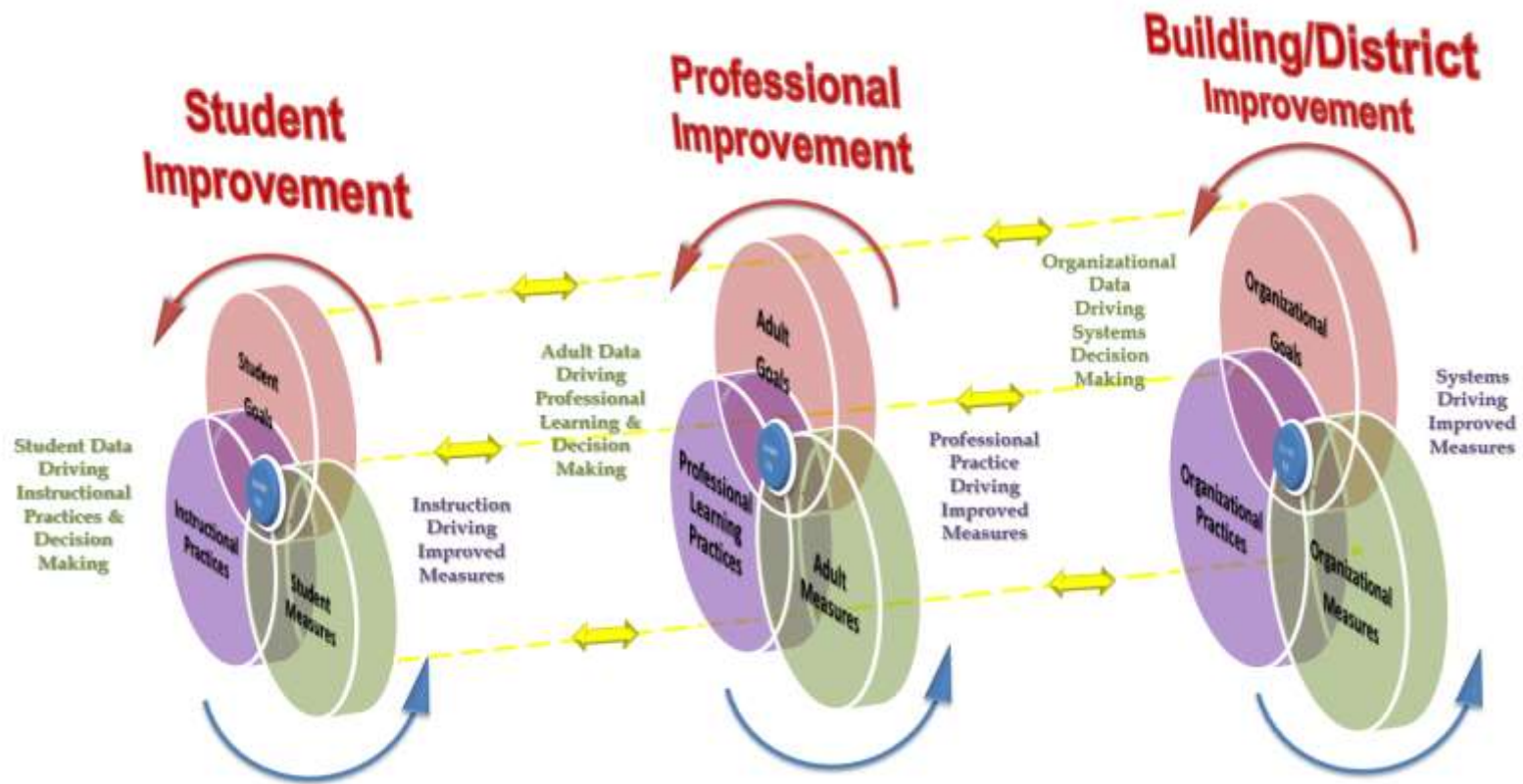


Figure 7

With a commitment to coherence in place, the next part of Phase I is the opportunity for the district to revisit its foundational assumptions. Generally, this includes Mission, Vision, or Belief statements and the identification of those critical student learning skills and attributes that are the foundation of Coherence Outcome One. After a brief discussion, the Strategic Coherence Planning team agreed that both the Vision and Mission of the Hyde Park Central School District had been so recently developed (2013) that they were still appropriate, relevant, and completely aligned with the Strategic Coherence Planning outcomes. In fact, just as the pre-determined coherence outcomes describe, the Hyde Park Vision and Mission (*Figure 8*) already explicitly references a desire for public education in Hyde Park to prepare students to be successful and productive in a globally connected world.

Hyde Park Central School District

Our Vision

**We are confident, curious and courageous learners
who change the world.**

Our Mission

**The Hyde Park Central School District empowers our
community to strive for excellence and embrace the
opportunities of our globally connected world.**

Figure 8

The Strategic Planning Coherence Team reconvened in December for the purpose of identifying the skills and attributes they believed were the most important for student success. Much like the Mission task, Hyde Park was uniquely positioned to accelerate progress on this work. When the Mission was recently revised, so to was the profile of a graduate.

Profile of a Graduate from Hyde Park Schools

Overview

The Hyde Park school community has high expectations and standards for all students. We challenge and inspire individuals to become creative and critical thinkers who make ethical choices. Our students will be able to work both independently and collaboratively to solve problems. They will become life-long learners and responsible citizens in a democratic society, and be prepared for the demands of a highly technological and global community.

Our schools provide nurturing, respectful environments that develop and support the intellectual, social, emotional, physical and aesthetic development of our students. We celebrate diversity and foster a sense of belonging for all students, emphasizing the importance of contributing to the greater community. The Board of Education, teachers, administrators, school staff, parents, students and community members all share the

responsibility for education in Hyde Park. The Hyde Park Central School District is dedicated to continuous improvement and is committed to maintaining the flexibility necessary to anticipate and respond to a changing world.

Hyde Park Graduates will be:

- **Responsible Individuals** who respect themselves and others through healthy lifestyles and positive community relationships.
- **Self-Directed Life-Long Learners** who understand and appreciate learning.
- **Critical Thinkers** who anticipate, identify and evaluate issues and use multiple resources to solve problems in a variety of contexts.
- **Involved Citizens** who demonstrate the knowledge, skills, attitudes and values necessary for full participation in a democratic society that is part of a global community.
- **Effective Communicators** who comprehend and express knowledge, thoughts, feelings and perceptions in a variety of ways.
- **Cooperative Participants** who, in working groups, accomplish goals and tasks while appreciating individual contributions.
- **Culturally Appreciative Persons** who value arts and humanities in their diverse forms and who respect creative expression of interests, talents, experiences and historical appreciation.
- **Mathematically, Scientifically and Technologically Competent People** who apply the skills and strategies of mathematics, science and technology to everyday tasks and problems.

In creating this vision of a successful graduate, the Hyde Park community developed a truly comprehensive vision of a well-rounded graduate. The challenge, however, is that the very comprehensive nature of this document makes assessment and accountability for the obtainment of these items an overwhelming task. Each of the elements listed here have multiple skills associated with them, any one of which is difficult to measure effectively on its own: collectively, effective assessment of all of these items does not seem possible. The result is that the current profile for a Hyde Park graduate makes for an effective vision of the purpose of a Hyde Park education, but is an impractical framework for ongoing assessment and student feedback on how to improve them. The Strategic Coherence Planning Team discussed this issue and analyzed its options for moving forward.

The two best avenues for moving forward were to either adapt the profile already created (the group would prioritize the skills within the profile, reframing it as a practical action document) or to take advantage of a similar framework that the district had access to as part of its membership in

EdLeader21. EdLeader21 is an organization dedicated to supporting digital age education and 21st century skills. The foundation of the EdLeader21 framework are the “Four Cs,” represented below in *Figure 9*.

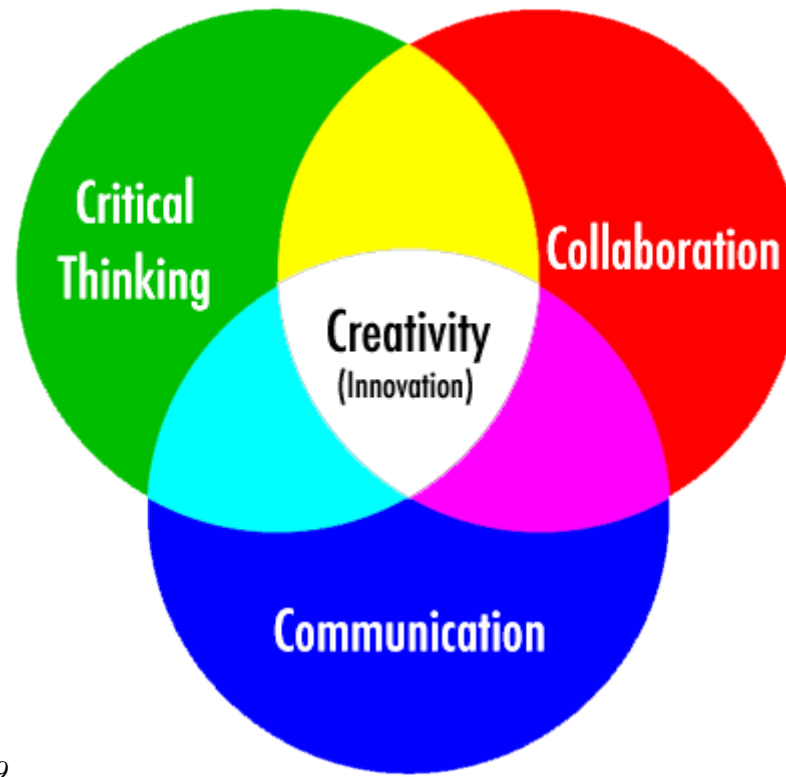


Figure 9

Similar to the Hyde Park graduate profile, there are several additional attributes that are nested under each of the four C skills. The main difference, however, is that there is a national network of districts who have been working to implement these skills as articulated in the EdLeader21 framework. Because of this experience and as part of Hyde Park’s membership in EdLeader21, the district has access to all of the accumulated strategies and tools used by districts within the network to help build student competency in them. This means that rubrics that could be used for measuring these student skills at the 4th, 8th, and 12th grade levels have already been created, field tested, and available for use with the 4Cs if they are adopted and applied in Hyde Park. This could save time and resources in moving forward and also give the district access to other professionals who are working to accomplish similar goals with their own students. With this knowledge, the Strategic Coherence Planning Team

completed a side-by-side comparison analysis and unanimously decided to adopt the EdLeader21 4Cs as the Hyde Park definition of a successful graduate. The results of the comparison are reflected below in *Figure 10*.

Strategy	Advantages	Drawbacks
Adapt or start from scratch	<ul style="list-style-type: none"> • Total ownership • Total internal control 	<ul style="list-style-type: none"> • Most time intensive • May or may not be the most researched base choice • Not field tested • Not peer reviewed
Adopt edLeader21 4Cs <i>Communication</i> <i>Creativity</i> <i>Critical Thinking</i> <i>Cooperation</i>	<ul style="list-style-type: none"> • Creates ownership • Some Internal control • Field tested • Peer review • Validated in the field 	<ul style="list-style-type: none"> • Not totally our own

Figure 10

A complete listing of the attributes of all of the 4Cs are listed below:

Critical Thinking

- Collect, assess and analyze relevant information.
- Reason effectively.
- Use systems thinking.
- Make sound judgments and decisions.
- Identify, define and solve authentic problems and essential questions.
- Reflect critically on learning experiences, processes and solutions.

Creativity

Think Creatively

- Use a wide range of idea creation techniques (such as brainstorming).
- Create new and worthwhile ideas (both incremental and radical concepts).
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.

Work Creatively with Others

- Develop, implement and communicate new ideas to others effectively.
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas.

Demonstrate Courage to Explore

- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small success and frequent mistakes.

Implement Innovations

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.

Communication

- Use effective interpersonal skills during conversations and discussion to build positive relationships with others and promote collaborative learning.
- Communicate interactively and effectively to support individual learning and contribute to the learning of others using a range of contemporary tools, transmissions and processes.
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Communicate ideas through the creation of authentic products using a combination of words, data, and visual representations to inform, persuade and entertain others.
- Communicate effectively in diverse environments (including multi-lingual). Show cultural understanding and global awareness when engaging with learners of other cultures.
- Deliver effective oral presentations to communicate the results of inquiry. Field questions to demonstrate conceptual understanding and knowledge, along with details about the inquiry process.

Collaboration

- Collaborate with others.
- Demonstrate ability to work effectively and respectfully with diverse teams.
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.
- Work productively in teams for sustained periods of time to develop high-quality products.

Phase II Data Collection and Analysis

With the district Mission and desired student skills identified, Phase I was complete and it was time to begin the Phase II data collection. This process is designed to determine the gap between the current state and the four articulated Coherence Outcomes as well as completing an analysis of a series of external data points that may have an impact on planning. To accomplish this task, the Strategic Coherence Planning Team was divided into five research and data collection groups. Assignments were determined by participant interest and a requirement that the groups be balanced between community representatives and district staff (*Figure 11*).

Group One Goals for Learning	Group Two Teaching for Learning	Group Three Measures of Learning	Group Four Supporting Systems	Group Five External Factors
Aviva Kafka	Jen Criser-Eighmy	Coral Stempel	Eric Shaw	Greer Rychcik
Felicia Olson	Melissa Lawson	Danielle Relyea	Jeff Danielson	Joe Marrine
Kayla O’Grady	Mary Ann Mullen	Mary Beth S.	Kerri Palermo	Chuck Kramer
Nate Craig	Jen Morris	Joey Colaizzo	Bobbie Goodman	Perry Sheldon
Robin Peek	Christine Jones	Nicole Noakes	Roger Gill	Barbara Sweet
	Emily Broomhead			David Ray
				John Vanderlee

Figure 11

Once formed, each group was tasked with collecting data that would explore the status of the district for each of the above identified challenges as framed through lens of the goals, measures, and practices required to meet these needs. Provided with guiding questions, these groups worked with volunteers and other district staff over a ten week period to collect information, identify what the district was already doing to meet these challenges, and finally to report back to their peers about what was needed to close the gap between what was desired and what was actually happening in the district.

For common frames of reference, each of the first four groups was additionally asked to rate the performance of the district for their areas of focus. *Figure 12* on the next page shows the scale that each group used to determine their respective ratings. A group’s choices ran from a 0 that would

indicate “no evidence” of the desired practice to a 4 that would show systemically improving performance. Because Group Five was dealing with only external data, they had no ratings to ascribe, rather they reported their findings as prioritized trends and implications in the following areas: Economics/Demographics, Mandates/Legislation, Historical Achievement Data Trends, Impact of Digital Tools for Learning, Local Context, and Other.

Score	Description
0 –Not Present	The Desired Coherence Outcome is non-existent
1 - Beginning	There may be some individual efforts or minimal group attempts, but there is no systemic evidence or process in place to support the existence of the Desired Coherence Outcome.
2 - Emergent	There have been systemic efforts to create the Desired Coherence Outcome, but its implementation is uneven and has yet to deliver meaningful changes in student or adult performance.
3 - Proficient	There has been a systemic effort to create the Desired Coherence Outcome and it is generally working. It is regularly creating evidence of meaningful changes in student and adult performance.
4. Excellent	There has been a systemic effort to create the Desired Coherence Outcome and it is functioning effectively. There have been meaningful changes in student and adult performance and there is evidence that data is driving further improvements in the system.

Figure 12

Phase II Data Collection Outcomes and Phase III Results

At a data collection review gathering held on December 9th, each group presented their findings. While their peers listened, reflected and asked follow-up questions, groups shared the results of the work done over the previous two months. Each set of findings is presented starting on page 20 of this report in the same format; first, there is an outline of the specific questions each group was tasked with answering, then a summary of their ratings, and finally a two column grid that includes a synthesis of their narrative reflections of the current state and what the gaps between current practice and desired coherence outcomes are. It is the items identified in this last column, the gaps between current practice and the desired coherence outcomes, which will be prioritized and carried into Phase IV and V action planning. All of the Group Five local data is listed as reported and is designed to be used to guide the deliberation and selection of the tactical strategies used to plan the gap closing efforts.

As noted, while each group presented, all members of the Strategic Coherence Planning Team were asked to track their own thinking and reactions to the data as they encountered it. Each of these reflections were recorded, shared, sorted and prioritized to identify additional context to guide action planning in the next phase. The results of this activity demonstrated that Strategic Coherence Planning Team believed that the Hyde Park Public Schools embarked on this planning effort on a foundation of strength. Among the district strengths identified by the group through this process included:

Strengths...

1. Aligned and updated district policies that support student learning
2. Resources, programs and supports that have been focused on student learning
3. Increased communication and interaction with the community (increased transparency)
4. Instructional technology infrastructure and equipment to support engaged student learning and the four Cs.
5. A culture that embraces data based improvement and decision making
6. Facilities that have been well maintained and supported

The group also tallied what they believed would be the most important barriers to success that they anticipated may block efforts for moving forward. These identification of these items will be critical when strategies are designed for the gap closing work in the next phase. The Strategic Coherence Planning Team has recognized that if these barriers are not addressed, the likelihood of success moving forward is greatly diminished. Unlike the district strengths which were listed above in no particular order of importance, after identifying these barriers, the team took the time to discuss and prioritize the predicted impact of each of the identified barriers. The numbers that follow each restraining force is the number of votes each item received when the group prioritized them. Yellow highlights indicate the highest priority level while the turquoise highlight point to the second most important grouping.

Restraining Forces...

1. Externally mandated goalsetting processes for professional staff and students that may not be aligned with local priorities (16)
2. Still short of comprehensive technology access for all students (16)
3. Consistency, transparency and alignment of all internally determined goals and priorities Prk-12 (16)

4. Professional learning capacity and resources - including adult ed to support this work (12)

5. What are we letting go? What are we going to stop doing so we can do more of this? (10)

6. Better understanding and use of performance data (8)

7. Financial planning and needed resources (7)

8. Challenges to increasing meaningful community engagement (7)

9. Time for implementation (5)

10. Understanding the implications and applications of depth of knowledge/higher order thinking (3)

Finally, the group identified open questions it either answered or explored before moving forward on Phase IV and V planning. District administration and the planning consultant will provide support for the Strategic Coherence Planning Team in answering these questions as the plans develop over time.

Questions....

1. Can we have descriptions and examples from other districts on the implementation of the four Cs?
2. How to meaningfully connect with teachers and parents to explain and support this work?
3. What professional development strategies will help us accomplish these tasks?
4. Can we have more examples of high quality technology/digital learning?
5. What are the current goals for student performance and why are they not aligned?
6. How do we evaluate the pace and sequence of curriculum to reduce the stress on students and teachers?

Strategic Coherence Outcome One: Goals for Learning

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.

1. **Goal Setting Context and Philosophy** – there is a learning environment cultural emphasis that focuses on what is learned rather than simply what is covered or taught. Timelines and calendars are less important than having every child acquire the skills they need for success.
2. **Goal Setting Processes** – district, building/course and professional - they are focused, manageable, clearly tied to a data based need, and aligned through the Pre-K-12 system for both students and adults.
 - a. The school/district has a history and practice of setting a focused set of appropriate student learning goals and working PreK-12 to achieve them.
 - b. Grade level and/or course curriculum materials have clear and manageable observable goals for learning that are clearly described and are prioritized to encourage mastery for success (emphasis on engagement and learning) for all students.
 - c. The school/district ensures that annual professional goals for all staff are set as a result of a process that is informed by an alignment with a focused set of appropriate student learning goals.
 - d. The school/district ensures that annual school/district goals for performance are set as a result of a process that is informed by an alignment with associated appropriate student learning goals and collective professional learning needs.
3. **Goal Setting Support and Engagement** – students, parents, staff and other constituents are well informed regarding the rationale that inform the district's student learning goals at every level.
4. **Materials and Resources** – there is consistency and transparency in the materials that support the district's student goals for learning.
 - a. Focused student goals for learning are consistent in all Pre-K-12 curriculum and program materials and have aligned expectations at the elementary, intermediate, middle and high school levels.
 - b. There are easily accessible electronic curriculum and instructional resources for staff, parents and community in all academic areas that support the implementation of the district's student learning goals.
5. Other items or questions raised by the group...

Coherence Outcome One Findings Summary:

Indicator	0	1	2	3	4
1. Goal Setting Context and Philosophy					
2. Goal Setting Processes					
3. Goal Setting Support and Engagement					
4. Materials and Resources					

Coherence Outcome One Findings Narrative:

Current State (What is happening now?)	Key Gaps/Areas of Focus (What are the most important areas that need attention?)
<p>In all Hyde Park schools, annual goals are set – often are tied to the accountability plan or specific tests like Regents - but not necessarily aligned with each other or heading toward a common vision of student success.</p> <p>Teachers receive a score that includes a portion allotted for how well their students perform on various assessments.</p> <p>All administrators create annual SMART goals (specific, measurable, achievable, relevant, and timely). The group checks on these goals on a monthly basis</p> <p>Board goals are reviewed with administrators to look for areas of alignment.</p> <p>District goals have been created in recent years as a part of the focus review process. These are specifically aligned with the State Education</p>	<ul style="list-style-type: none"> • Inventory of 4C aligned practice • Create a plan designed to create awareness of all four C's and then build in depth faculty understanding of what student success looks like for one or more of the C's to begin with. • Consistent PreK – 12 curriculum frameworks and philosophy include/and or emphasize evidence of learning and mastery of 4Cs. • Tiered and powered standards/goals that communicate an achievable and observable set of expectations of content outcomes that every student can master and scale challenge from this baseline. • Achieving a better balance between the number of outcomes and time available to help every child achieve them.

<p>Department DTSDE tool and are not direct student goals.</p> <p>There are goals associated with the QIP (Quality Improvement Plan), which has been in place at FDR, HMS and now RRS. The RSE-TASC (Regional Special Education Technical Assistance Support Center) staff help develop, implement and gather data, specifically around goals for students with disabilities.</p> <p>There is a Technology Plan and a Board of Education Technology sub-committee. There is equipment but not enough to ensure ready access</p> <p>Although the district has tried to make many resources (consultants) available, there is not enough time to do the work.</p> <p>Although increased resources have been allocated for technology in recent years, we are far from 1:1 equitable access for all students and the support needed for that amount of technology.</p> <p>Standardized test scores are shared regularly with families and the public, while it is much more rare to share learning, or acquired skills.</p> <p>We say we are interested in what is learned yet assessments do not always match this</p>	<ul style="list-style-type: none"> • Processes that tie adult goals for performance and practice to at least some aspect of the district's priority student skills and attributes. • Consistent communication processes to parents that speak to all of the indicators of success for their students – content mastery, 4C skill and attribute growth, and external measures. • Opportunities for teachers at elementary, middle and high school levels to see the results of student and staff goal setting • Utilize 4 C's as the focus for goal setting: Communication, Creativity, Collaboration, Critical Thinking • We would need a plan to inform community, students, staff and parents about the rationale informing our student learning goals at every level. • Ready 1:1 digital learning access for students
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Strategic Coherence Outcome Two: Teaching for Learning

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.

1. Student Engagement in Rigorous, Higher-Order Thinking Activities

- a. There is a high degree of faculty (staff) and administrator knowledge/understanding of higher-order thinking, the requirements of a positive culture for learning, and the importance of engaging students in extended rigorous learning experiences.
- b. There is an emphasis in the observation, feedback and evaluation processes that demonstrate the importance of student engagement and a positive learning culture and the associated elements of the observational practice rubric are weighted or focused on these elements as a priority in those processes.
- c. There is data and evidence that illustrate the degree to which all students have the opportunity to be engaged in rigorous, higher-order thinking experiences in every classroom.
- d. There is evidence that parents have had the opportunity to learn about what the district's expectations for instructional excellence are and are invited to be part of the conversation about how to maintain and support them.

2. Digital Learning Practices

- a. The policy and practices of the district are aligned with a digitally supported learning environment where all stakeholders have ready access to age appropriate tools.
- b. There is a high degree of faculty (staff) knowledge and understanding of how to design and facilitate digitally supported instructional experiences for students that support rigorous, higher-order thinking and sustained engagement.

3. Professional Learning Practices

- a. Professionals have the opportunity to pursue their own practice improvement goals (district, building or personal) through a variety of learning strategies that are consistent with standards of professional learning (job embedded, aligned with developing capacity in high-leverage instructional strategies).
- b. School/District professional learning plans provide for a variety of learning strategies that are consistent with standards of professional learning (job embedded, aligned with developing capacity in high-leverage instructional strategies).

6. Other items or questions raised by the group...

Coherence Outcome Two Findings Summary:

Indicator	0	1	2	3	4
1. Student Engagement in Rigorous HOT					
2. Digital Learning Practices					
3. Professional Learning Practices					

Coherence Outcome Two Findings Narrative:

Current State (What is happening now?)	Key Gaps/Areas of Focus (What are the most important areas that need attention?)
<p>Generation Ready support at elementary schools.</p> <p>PBIS at HMS and FDR</p> <p>Data work/data teams at all levels</p> <p>Webb's DOK at RRS, HMS and FDR</p> <p>Engaging Students with Poverty in Mind book study at RRS, HMS and FDR</p> <p>STEM fair and expo at all levels</p> <p>After school Literacy Program at RRS and HMS</p> <p>AVID (Advancement Via Individual Determination) WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies</p> <p>Extended day at all elementary schools</p> <p>Parent surveys from DTSDE, Parent math / ELA nights at Elementary</p> <p>HMS Community Night, FDR - FASFA Night / College Fair</p> <p>Newletters (Principal, Superintendent, Math Newsletters, Perspective, etc.)</p>	<ul style="list-style-type: none"> • Inventory of 4C aligned practice • Focus on a limited number of high-leverage instructional indicators in teacher observation and evaluation process that reflect rigorous student engagement and commit to building professional capacity on those indicators over time. • Provide opportunities (time, resources, clear expectations) for professional learning that are aligned with demonstrated capacity needs related to higher-order student engagement and development of priority student skills and attributes • Build the capacity to take advantage of in-district professional resources and talent (collaboration, peer-peer sharing, etc.) to support professional learning and student success. • Continue to build the infrastructure needed to support on-demand digital learning. • Develop a digital learning culture in the district. Continue to model and build professional capacity to use digital learning as a platform to specifically support the acquisition of the desired student learning skills

<p>Spotlight/School Website / Facebook/ Teacher websites School board meetings on TV / recorded</p> <p>Every teacher has a desktop, K-3 all teachers have an iPad</p> <p>Chromebook carts in all buildings</p> <p>All HMS teachers have a chrome book</p> <p>District-wide WIFI</p>	<p>and attributes.</p> <ul style="list-style-type: none"> • Ensure that professional learning goals are aligned with the priority student learning goals and professional capacity needs to create student engagement in a digital learning environment. • Increased project-based learning (Inquiry Design Model for Social Studies) • Further PD in higher order thinking and DOK • More emphasis on data informed instruction
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Strategic Coherence Outcome Three: Measures of Learning

The district uses and reports on appropriate and balanced measures of student and adult success that are aligned with its student learning goals.

1. Assessment Philosophy:

- a. There is a unified Pre-K-12 assessment philosophy and system that is primarily focused on student learning growth and the student's attainment of the district's primary goals for learning.
- b. There are transparent differences and clarity between the formative and summative assessment instruments used in the district and general agreement on the purposes, needs and differences between them.
- c. All organized formative/summative assessments support either growth or accountability and are appropriately balanced (80/20) in their application.

2. Assessment Capacity:

- a. There is a system for capturing standardized and non-standardized data related to the district's primary goals for learning.
- b. There is evidence of the effective use of data collection and analysis tools which inform changes in practice to improve student learning.

- c. District staff can construct effective rubrics (measuring what you value), designing rubric aligned tasks (connecting it to instructional practice), and use scoring protocols (build capacity to judge student work) to ensure that non-standardized measures are useful in the improvement process.
3. **Performance Data:** all appropriate performance data is easily accessible to all interested stakeholders, is reflective of district priorities, and is used regularly to improve practice at the classroom, building and district level.
4. **Professional Measures of Learning:** The data collected and used as part of the teacher evaluation and support processes reflect current student performance on critical goals for learning and other established district student learning priorities.
5. **School/District Measures of Learning:** The data collected and used as part of district and building improvement planning reflect current student performance on critical goals for learning and other established district student learning priorities.
6. Other items or questions raised by the group...

Coherence Outcome Three Findings Summary:

Indicator	0	1	2	3	4
1. Assessment Philosophy					
2. Assessment Capacity					
3. Performance Data					
4. Professional Measures of Learning					
5. School/District Measures of Learning					

Coherence Outcome Three Findings Narrative:

Current State <i>(What is happening now?)</i>	Key Gaps/Areas of Focus <i>(What are the most important areas that need attention?)</i>
<p>Some assessments come from district wide curriculum: CCLS modules for example. Others are teacher created and common among teachers with like classes, including common midterm and final exams.</p> <p>Although the district would like more formative assessments such as exit tickets, these are often not used in practice.</p> <p>The majority of day to day assessments come in the form of unit tests and quizzes, or graded assignments. These are generally used for the purpose of grades, rather than to check student progress.</p> <p>There is a lack of consistency between the elementary, middle and high school levels. The higher the grade level, the lower the level of consistency when it comes to these summative and formative assessments.</p> <p>While there are some examples of this capacity demonstrated (language arts for example) there is no systemic across the board capacity to speak of</p> <p>Data is accessible, not always used to inform practice</p> <p>Overall - there are no specific professional measures of learning outside of the APPR score and goals for focused schools</p> <p>For 3 of the schools' goals are based being Focus School Measures of Learning and are attached to standardized test</p> <p>The district uses MAPS at a district wide level to evaluate student performance, however what we have identified is that this tool is used more prominently at the Elementary level, and its use becomes more inconsistent in the higher level grades.</p>	<ul style="list-style-type: none"> • Inventory of 4C aligned practice • Build on the common definitions of the priority student skills and attributes (to be created) to collect existing aligned assessments that capture performances in these areas and determine what additional capacity might be needed • Use or create and create and use varied and multiple measures of success/intelligence to assess student progress and growth across a range of indicators related to the district's priority student skills and attributes. • Leverage the powerful existing district assessment capacity to focus more on the skills and attributes that Hyde Park values and less on the micro-measures that Albany values. • Consider other measures of priority skills and attributes and explore how they might be integrated over time to bring the official accountability model more in line with local values. • Create a local dashboard or report card that reflects the well-rounded view of achievement and student success for Hyde Park and build a way to communicate the results of this on a Pre-K to 12 basis (end of 3, end of 5, end of 8, graduation.

Strategic Coherence Outcome Four: Alignment and Coherence

The district aligns its supporting organizational systems to support the acquisition of its student learning goals.

1. Leadership/Mission Focus-
 - a. There is a well-articulated Mission (and other possible supporting statements) that guide not only regular goal setting and instructional improvement processes but also systems decision making and organizational evaluations.
 - b. There are aligned and coherent leadership connections that bring all of the systems of work together to support the pursuit of the Mission and priority student learning goals from the individual, to the building, and to the district level.
2. Policy & Regulation - The Board of Education works with the Superintendent to craft and apply policy that supports the district's pursuit of its Mission and priority student learning goals.
3. Community Engagement - The district's many stakeholders believe that they are meaningfully involved, engaged and respected by the leadership structures in the district.
4. Resource Deployment – District budgets and resources are developed and defended based on alignment with articulated goals for learning and demonstrated Mission-based need.

Coherence Outcome Four Findings Summary:

Indicator	0	1	2	3	4
1. Leadership/Mission Focus					
2. Policy and Regulation					
3. Community Engagement					
4. Resource Deployment					

Coherence Outcome Four Findings Narrative:

Current State <i>(What is happening now?)</i>	Key Gaps/Areas of Focus <i>(What are the most important areas that need attention?)</i>
<p>Superintendent oversees SMART Data Driven Goal development for all District and building administrators and reviewed regularly.</p> <p>Policies reviewed periodically by policy review committee.</p> <p>Recommendations taken from administrators, directors and NYSSBA. However, how policy relates to our Mission Statement is not looked at specifically.</p> <p>Communication: There are several ways for community members to communicate with the school district. They are:</p> <ol style="list-style-type: none"> 1. budget input group 2. e-mail to both the Board of Education and the staff 3. School messenger 4. the building leadership team 5. the district leadership team 6. the facilities steering forum 7. by means of facebook. 8. the Board of Education meetings 9. use of the road sign <p>Overall the HPCSD at the district and building levels have increased communications attempting to reach all community stakeholders in various ways</p> <p>Mission Statement used to remind of purpose.</p> <p>Budget requests received from “budget builders”and reviewed by the Superintendent’s Cabinet. Budget Builders are administrators, directors and managers.</p> <p>Superintendent’s Cabinet determines any change necessary for staffing. Shortfall cuts is determined by Superintendent’s Cabinet and Board of Education.</p>	<ul style="list-style-type: none"> • Review district/building leadership structures in light of the implications of this plan – the pursuit of a shared vision of well-rounded student success in an aligned and digital learning environment. Align building Mission and goals with district level • Create a deliberate process to screen and evaluate new initiatives for their place within the aligned structure that we are striving to create – how does this new idea fit with our existing priorities for goals, measures and practices? If we do this or offer this what will we not do or how will we support this new effort within the context of what we are already doing? • Create and commit to structures that create the time needed to professionally develop the capacity needed to help students obtain the identified priority skills and attributes. • There is a need to better understand the community perception of whether or not their input is really being asked or input being applied. Improve the perception of parent input is valued at the district level. More community engagement in the budget process like the Budget Input Group • Equity for technology, textbooks, field trips and professional development for buildings by percentage of students in each building • Long Range Goal Development - Budget to plan for the long range change not just for the immediate year.

Group Five – External Data Trends and Implications:

Group Five - Part Two: Local Context

A. Economics/Demographics

- Town budget history, education budget history, economic prospects, enrollment history, enrollment projections.

Challenges	Opportunities
<p>In the demographic study Chuck Kramer provided, the data indicates a widening gap between older elementary and high school, and pre-school and younger elementary students.</p> <p>The district's enrollment study indicates a continued decline in enrollment and live birth rates for the next few years. While we anticipate an upswing in a few years, we will have 8 -10 years without enrollment growth.</p> <p>Increase in the numbers of students who require additional social and academic supports</p> <p>Tax cap, combined with a continued decrease in CPI (possibly even a negative this year) causes serious economic concerns.</p> <p>Town of Hyde Park pierced the tax cap approximately 3.5%.</p>	<p>The district has almost a decade of passed budgets.</p> <p>Two potential large scale, mixed use developments moving forward. Hudson Heritage & Bellefield.</p> <p>New assisted living facility on 9G, some new small commercial businesses in HP, VEC making the town more attractive, Town of HP applying for grants, and Town of HP receiving grants for improving Route 9 walkways and greenways. Parcel (Amish Market) finally sold. Overall aesthetic and commercial growth in Hyde Park improving.</p> <p>In conjunction with a growing interest in tourism in our region, the HP Farmers Market and the Food Truck festival compliment regional efforts.</p> <p>Close proximity to metro north.</p>

B. Mandates/Legislation

- Responding to existing legislation, potential legislation at the local, state or federal level

Challenges	Opportunities
<p>Unfunded mandates continue i.e. ESL, hands only CPR, APPR</p> <p>Town of HP has not assessed in at least 20 years</p>	<p>We have seen some increase in state aid, some additional funding to staff SED in the area facilities planning.</p> <p>Six years of stability in Town government.</p>

C. Historical Achievement Data Trends

Challenges	Opportunities
<p>We have a lot of room for growth in the area of student performance - even before CCLS</p> <p>Flawed implementation of the CCLS</p> <p>Last year the amount of students who opted out, doubled</p> <p>Significant number of students need to retake regents exams in order to pass them</p> <p>Still a significant gap between SWD performance on regents and their general education peers</p>	<p>Graduation rate is increasing</p> <p>Recent SED report shows we are above state average in secondary level math (92%), science (86%) and English Language Arts (86%)</p> <p>Strong mentoring program, and great excellent retention of staff, ability to hire quality candidates</p> <p>FDR has their own summer school with transportation provided and free tuition - need to replicate for middle school</p> <p>Performing Arts and extra curricula programs continue to increase, and we need to continued growth in this area</p> <p>Data teams are making progress</p> <p>AVID Program - reaching more students</p>

D. Impact of Digital Tools for Learning

Challenges	Opportunities
<p>Managing the Smart Schools bond funding. Students are ahead in digital learning</p> <p>Digital tool replacement cycles due to rapid obsolescence.</p>	<p>We have the necessary infrastructure for growth digital learning</p> <p>Smart Schools Bond Act</p> <p>Technology literacy grant applied for, District technology plan in place for 1:1 learning beginning at the middle school (among other digital learning initiatives)</p> <p>High level of student interest in digital learning</p> <p>Access to information - including our historic libraries and museums</p> <p>Great faculty and staff</p>

E. Local Context

Challenges	Opportunities
<p>IBM reduction in programs (over the years) for our schools - mentoring, providing hardware, internships</p> <p>Fixed income households and the impact on their ability deal with rising taxes</p>	<p>We are in IBM & Global Foundries backyard and could maximize this proximity and potential partnership</p> <p>EWeek continues</p> <p>We have several institutes of higher education (Marist, Vassar, Dutchess, Bard, etc.) and multiple partnerships with them that enhance our instructional program</p> <p>We have an extraordinary historical connection and aesthetic surrounding</p> <p>Strong Chamber of Commerce connections and potential</p> <p>Our coherence planning committee is inclusive of representatives from the Town Board, the Historical Society, the Visual Environment Committee, the Religious Leaders Group, the Rotary, Realtors Group, NY Theater Organ Society, and members of the Chamber of Commerce, FDR Library & Museum, and generally members of the community</p> <p>Community collaborations exist for humanitarian efforts, volunteers in our schools, and significant place based learning initiatives (river studies, visits to historic sites, etc.)</p>

F. Other

Challenges	Opportunities
<p>Cost of CTE program</p> <p>Lingering negative image of the District</p>	<p>Support for increasing CTE slots</p> <p>PR campaign is underway. Increased use of social media, print media, PR brochure, surveys, parent nights, exit poll survey</p>

Other Key Local Priorities/Trends:

1. Room for growth in student performance
2. Partnerships with businesses, NPS, National Archives
3. Student access to tech (at school and at home)
4. Tax cap - tax increases in general
5. Continued maintenance of physical plant
6. Career and tech ed availability

Other Key Local Implications/Indications:

1. Understanding what the gap is, where the gaps are, what measurements required by state
2. Used to have more partnerships - how do we motivate IBM to increase? P-Tech high school - how do we go there
3. How do we increase partnership with NPS, Archives, - student internships... Need systematic connection for this.
4. Infrastructure good, but uneven access depending on county & community. Paper is still necessary.
5. Fixed income households, rising poverty rate
6. Assessment - maintaining community support to keep up facilities/reevaluation

Phase IV and V – Improving Coherence:

At a planning meeting on January 13th, the district staff who serve on the Strategic Coherence Planning met to review all of the suggested gap closing strategies from the four Strategic Coherence Outcomes reviewed at the December meeting. After considering the contextual data and the district's strengths and needed areas for growth, the group made a commitment to a series of priority actions. The overriding concern in these deliberations was making sure that staff and students have the time and resources need to make this transition and to avoid the change fatigue that has plagued public school reform over the last several years.

With this in mind, the decision was made that the district should pursue one of the four Cs and build the capacity to do this well before taking on the challenge of doing all of them at once. The rationale here is that creating the capacity to implement a skill-based feedback system on a K-12 basis while doing everything else that is required in a New York public school is a heavy lift and that Hyde Park would be best served by committing early to mastering the implementation of one of these skills first. This would allow staff to learn about the best ways to collect and use performance data and to help the district start to build the capacity needed to pursue all of the skills for every child. After discussion and reflection, the group decided that critical thinking was the best choice and first among the four equally important 4cs.

The second choice the group made was to highlight a few selected strategies to begin working on that would help clear a pathway for the other work to done. For that purpose, the strategy planning is broken into two sections, the first in each Outcome lists all of the strategies (Five Year Strategies) that were recommended by the Strategic Coherence Planning team over the five year timeline. The second section includes those strategies that were deemed most critical for implementation (Priority Strategic Coherence Needs) in the first 12-18 months. For each of these, there is an Outcome Definition/Innovation Configuration continuum which describes what the change in each area would look like as progress is made and what steps need to be taken to create it.

As a reminder, all of work described here is designed to improve practice and build student capacity for communication, critical thinking, collaboration and creativity, to maintain the successful aligned practices that Hyde Park is currently engaged and build on them so that teachers have the instructional space and resources they need to do quality work at a reasonable pace focused on those things that the Hyde Park community values most.

Strategic Coherence Outcome One: Goals for Learning – Five Year 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.

1. Communicate plan, process and rationale to the community
2. Commit to building capacity for district implementation of Critical Thinking as the first among equals in a pursuit of the four Cs.
3. Build staff and community awareness of four Cs and the rationale behind the critical thinking starting point.
4. Build understanding of critical thinking (define important habits of mind, dispositions, and common language) with enough staff mastery to allow for consistent implementation
5. Inventory areas where attributes of critical thinking are already in place in HP
6. Imbed/revise in curriculum (create space and time for instruction and application) in a common and consistent process across disciplines
 - a. Consistent Pre K – 12 curriculum frameworks and philosophy include/and or emphasize evidence of learning and mastery of 4Cs.
 - i. Backwards design with W/T template
 - ii. Clarity on what needs to be in all curriculum frameworks – and what can vary from discipline to discipline
 - b. Tiered and powered standards/goals that communicate an achievable and observable set of expectations of content outcomes that every student can master and scale challenge from this baseline.
7. Explore long-term alignment of goals and goal setting with elements of critical thinking – annual goal setting references critical thinking capacity (district, building and individual level)

Priority Strategic Coherence Needs:

1. Communicate plan, process and rationale to the community
2. Build staff and community awareness of four Cs and the rationale behind the critical thinking starting point.
3. Build understanding of critical thinking (define important habits of mind, dispositions, and common language) with enough staff mastery to allow for its consistent implementation and commit to building the capacity for district implementation of Critical Thinking as the first among equals in a pursuit of the four Cs.

Outcome Definition/Innovation Configuration:

I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
<ul style="list-style-type: none"> Some members in the community know about the planning process while many do not. Communication, collaboration, creativity and critical thinking have been discussed but not defined in a way that can guide assessment, feedback and accountability While there is a general awareness of what is meant by critical thinking, the district has not defined the important habits of mind, dispositions, and common language associated with its mastery. 	<ul style="list-style-type: none"> There is growing number of members in the community who know about the planning process and the outcomes it supports. There is an emerging consensus among key constituents regarding the most important definable and observable characteristics of success for each of the priority skills (communication, collaboration, creativity and critical thinking) and they are beginning to be defined in a way that can guide assessment, feedback and accountability. There is an emerging consensus among key constituents regarding the important habits of mind, dispositions, and common language associated with a mastery of critical thinking. 	<ul style="list-style-type: none"> Many members of the community know about the planning process and the outcomes it supports. There is consensus among key constituents and community members regarding the most important definable and observable characteristics of success for each of the priority skills (communication, collaboration, creativity and critical thinking) and they are defined and articulated in a way that is guiding assessment, feedback and accountability. There is a consensus among key constituents regarding the important habits of mind, dispositions, and common language associated with a mastery of critical thinking. 	<ul style="list-style-type: none"> Most members of the community know about the planning process and the outcomes it supports. There is a clear and strong consensus among key constituents and community members regarding the most important definable and observable characteristics of success for each of the priority skills (communication, collaboration, creativity and critical thinking) which are defined and articulated in a way that is guiding assessment, feedback, accountability and demonstrated improved performance. There is a clear and strong consensus among key constituents regarding the important habits of mind, dispositions, and common language associated with a mastery of critical thinking.

Strategies for Moving Forward: Communicate the Plan

Step #	Action	Outcome	Who	When
1	<i>Present to BOE</i>	<i>Members of the community know about the plan and the outcomes it supports</i>	<i>Jonathan and the committee</i>	<i>By June 2016</i>
2	<i>“Brand the plan”</i>	<i>Create a visual (four leaf clover) Create a shorter document Create a two page summary document</i>	<i>Committee</i>	<i>By March 2017</i>
3	<i>Present to Faculty and staff on opening day</i>	<i>Faculty and staff know about the plan and the outcomes it supports</i>	<i>Committee</i>	<i>By September 6, 2016</i>
4	<i>Host 2 parent and community sessions</i>	<i>Parents and community members know about the plan and the outcomes it supports</i>	<i>Central office staff</i>	<i>2 in the fall of 2017</i>
5	<i>Post plan to website and Facebook</i>	<i>Publicize the document and provide the link</i>	<i>Central office staff</i>	<i>September 2016</i>
6	<i>Distribute summary document at school events (Meet the Staff, BLT and PTA mtgs.), via school messenger</i>	<i>Publicize the document and provide the link, hard copies provided to families</i>	<i>Central office staff</i>	<i>September 2017</i>
7	<i>Communication to secondary students FDR - via grade level meetings HMS - via grade level assemblies</i>	<i>Student awareness of initiative</i>	<i>Building Administration</i>	<i>Fall/Winter 2017</i>
8	<i>Communication to elementary students (2 - 5) via an assembly and teachers identifying critical thinking as it occurs in classrooms</i>	<i>Student awareness of initiative</i>	<i>Ad hoc</i>	<i>Fall 2017</i>
9	<i>Build understanding of the 4cs among staff</i>	<i>Staff develop understanding of 4cs</i>	<i>Jonathan Costa, Jr.</i>	<i>Elem 2/17 HMS/FDR 3/30</i>

Strategic Coherence Outcome Two: Teaching for Learning - Five Year 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.

1. Build understanding of aligned instructional practices that support critical thinking
2. Inventory of aligned practices – connected practices
3. Focus on a limited number of high-leverage teacher instructional indicators in teacher observation and evaluation process that reflect rigorous student engagement and commit to building professional capacity on those indicators over time.
4. Plan for professional learning to help support implementation of a critical thinking, digitally supported, learning culture

Priority Strategic Coherence Need:

1. Focus on a limited number of high-leverage teacher instructional indicators in teacher observation and evaluation process that reflect rigorous student engagement and commit to building professional capacity on those indicators over time.

Outcome Definition/Innovation Configuration:



I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
<ul style="list-style-type: none">• Teacher observations and evidence collection is spread over all of Domains and Indicators of the instructional practice rubric.• No defined or shared area of priority focus throughout the curricula and grade level areas.• Selection of areas of improvement	<ul style="list-style-type: none">• Emerging consensus among instructional staff regarding the relative impact and importance of the various Domains and Indicators of the instructional practice rubric.• No defined or shared area of priority focus throughout the curricula and grade level areas.• Exploration of criteria for selection	<ul style="list-style-type: none">• Clear and supported consensus among instructional staff regarding the relative impact and importance of the various Domains and Indicators of the instructional practice rubric.• There is a limited priority focus throughout the curricula and grade level areas that is tied to the highest impact instructional indicators determined through the consensus building process.• Consistent criteria for goal setting	<ul style="list-style-type: none">• Clear and supported consensus among instructional staff regarding the impact and importance of rigorous student engagement and the need to master the Domains and Indicators of the instructional practice rubric related to it.• There is a common priority focus throughout the curricula and grade level areas that is tied to the highest impact instructional indicators.• Consistent criteria for goal setting based on priority skills and

<p>focus not determined by consistent criteria or aligned from grade level or school continuum.</p> <ul style="list-style-type: none"> • Variation in professional learning focus and instructional and assessment priorities vary from teacher to teacher and building to building. 	<p>of areas of improvement based on the district priority skills and attributes</p> <ul style="list-style-type: none"> • Variation in professional learning focus and instructional and assessment priorities vary from teacher to teacher and building to building. 	<p>based on priority skills and attributes has been established on a K-12 basis.</p> <ul style="list-style-type: none"> • There is less variation in professional learning focus and instructional and assessment priorities from teacher to teacher and building to building. 	<p>attributes is used on a K-12 basis.</p> <ul style="list-style-type: none"> • There is a common professional learning focus and instructional and assessment priorities from teacher to teacher and building to building.
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Strategies for Moving Forward:

Step #	Action	Outcome	Who	When
1	<i>Implementation strategies for implementing critical thinking skills are identified in the PD plan.</i>	<i>Key constituents of the professional evaluation processes are brought together for the purpose of aligning processes with Strategic Coherence.</i>	SCC	Annually
2	<i>New protocols that focus processes on quality evidence on a limited number of indicators are developed.</i>	<i>Adjustments are made in professional processes to support the focus on high impact instructional indicators.</i>	SCC	By 8/1/17
3	<i>Protocols are implemented and professional learning plan development processes are re-aligned to support capacity building in critical areas.</i>	<i>Adjustments are made in professional learning processes to support the focus on high impact instructional capacity.</i>	SCC	By 8/30/18
4	<i>Data/evidence on the alignment of PD with our S.C. plan are collected and analyzed to determine efficacy of improvement strategies.</i>	<i>The data/evidence is used to improve future PD plans. Results are shared with all constituents.</i>	SCC	Annually

5	<i>PD Critical Thinking (Foundational Work)</i>	<i>K – 12</i>	<i>Jonathan Costa, Jr.</i>	<i>2/13/17 & 3/10/17</i>
6	<i>Evaluate current curriculum documents</i>		<i>SCC</i>	<i>2017-2018</i>
7	<i>Develop a curriculum and alignment plan</i>	<i>Plan for curriculum writing</i>	<i>SCC</i>	<i>2018-2019</i>

Strategic Coherence Outcome Three: Measures of Learning - Five Year Strategies:

The district uses and reports on appropriate and balanced measures of student and adult success that are aligned with its student learning goals.

1. Inventory of assessment practices that capture critical thinking in a reliable and consistent fashion
2. Build capacity to capture and provide quality feedback
3. Focus on student work as evidence and involve students in the process
4. Imbed and revise in-classroom assessments
5. Have district consider other measures of student priority skills and attributes and explore how they might be integrated over time to bring the official accountability model more in line with local values.
6. Create a local report card or other reporting mechanism that reflects the well-rounded view of achievement and student success for Hyde Park and build a way to communicate the results of this on a Pre-K to 12 basis (end of 3, end of 5, end of 8, graduation).

Strategic Coherence Outcome Four: Alignment and Coherence - Five Year Strategies:

The district aligns its supporting organizational systems to support the acquisition of its student learning goals.

1. Align the resource allocation and demands, policy, and community engagement with 4Cs generally and critical thinking specifically (administrator requirements, etc)
2. Review district/building leadership structures in light of the implications of this plan – the pursuit of a shared vision of well-rounded student success in an aligned and digital learning environment. Align building Mission and goals with district level
3. Create a deliberate process to review existing structures and initiatives for their place within the aligned structure that we are striving to create – how does our current practice fits with our existing priorities for goals, measures and practices?
4. Create a deliberate process to screen and evaluate new initiatives for their place within the aligned structure that we are striving to create – how does this new idea fit with our existing priorities for goals, measures and practices? If we do this or offer this what will we not do or how will we support this new effort within the context of what we are already doing?
5. Create and commit to structures that create the time needed to develop the capacity (curriculum and professional learning) needed to help students obtain the identified priority skills and attributes.

Priority Strategic Coherence Need (first 12-18 months):

1. Create a deliberate process to review existing structures and initiatives for their place within the aligned structure that we are striving to create – how does our current practice fits with our existing priorities for goals, measures and practices?
2. Create a deliberate process to screen and evaluate new initiatives for their place within the aligned structure that we are striving to create – how does this new idea fit with our existing priorities for goals, measures and practices? If we do this or offer this what will we not do or how will we support this new effort within the context of what we are already doing?
3. Create and commit to structures that create the time needed to develop the capacity (curriculum and professional learning) needed to help students obtain the identified priority skills and attributes.

Outcome Definition/Innovation Configuration:

I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
<ul style="list-style-type: none"> • District leadership structures have evolved to meet a variety of external and internally designated priorities. • District resource allocation decisions have evolved to meet a variety of external and internally designated priorities. • Practices and initiatives are proposed and implemented based on in-the-moment decisions in response to a variety of external and internally designated priorities. • Time is a resource that is divided and allocated based on history and what is needed at the moment. 	<ul style="list-style-type: none"> • District leadership structures are considered through the filter of supporting priority capacity needs for the long-term. • Emerging consensus around a set of resource allocation decision making indicators that are aligned with articulated district priorities. • Emerging consensus around a set of initiative implementation decision making screening indicators based that are aligned with articulated district priorities. • Criteria for allocating professional learning time are set. 	<ul style="list-style-type: none"> • District leadership structures are realigned to support priority capacity needs for the long-term. • Clear consensus around a set of resource allocation decision making indicators that are aligned with articulated district priorities and there is evidence of their application. • Clear consensus around a set of initiative implementation decision making screening indicators based that are aligned with articulated district priorities and there is evidence of their application. • Criteria for allocating professional learning time are applied and schedules are adjusted. 	<ul style="list-style-type: none"> • District leadership structures consistently work to support priority capacity needs for the long-term. • Budgeting and resource allocation decisions are consistently made based on the agreed upon indicators aligned with articulated district priorities. • Initiative implementation decisions are consistently made using screening indicators that are aligned with articulated district priorities. • Criteria for allocating professional learning time are applied new systems have been applied to create more time for professional learning.

Strategies for Moving Forward:

Step #	Action	Outcome	Who	When
1	<i>Board and Central Office leadership discuss the staffing implications of the Strategic Coherence Plan</i>	<i>Needs and capacities are identified and current positional structures are reviewed with this in mind.</i>	<i>Board and Central Office leadership</i>	<i>By Spring 2017</i>
2	<i>Board, Central Office leadership, and district administration discuss the priorities reflected in the Strategic Coherence Plan.</i>	<i>Needs and capacities are identified and resource allocation guidelines are developed and communicated to staff.</i>	<i>Board and Central Office leadership BOE Sub Committee on DLT</i>	<i>Ongoing 17-18</i>
3	<i>Board, Central Office leadership, district administration and faculty discuss the priorities reflected in the Strategic Coherence Plan.</i>	<i>Needs and capacities are identified and strategy/initiative adoption guidelines are developed.</i>	<i>BOE Sub Committee on DLT</i>	<i>Ongoing 1/2017 – 6/20/18</i>
4	<i>Board, Central Office leadership, district administration and faculty discuss the priorities reflected in the Strategic Coherence Plan and the need for expanded time for professional learning.</i>	<i>Needs and capacities are identified and new schedules or time allocation guidelines are developed and implemented.</i>	<i>Board and Central Office leadership & SCC</i>	<i>1/2017 – 6/2017</i>
5	<i>BOE & Central Office Admin keep the public informed of progress on the Strategic Coherence Plan</i>	<i>A monthly report of progress will be made at each BOE Meeting.</i>	<i>BOE Sub Committee on DLT & Supt.</i>	<i>Ongoing</i>

Glossary of Terms

Community Expectations for Learning – goals for learning (usually related to very important skills like problem solving or communication) that are generally regarded as the most important attributes that students should be able to master as a result of attending the Hyde Park Central School District – this term is used by the New England Association of Schools and Colleges in their accreditation process.

Curriculum and instructional alignment – degree to which the materials and teaching used to educate students are focused on the same things from grade level to grade level, year to year, and school to school.

Differentiation – A strategy of providing different teaching strategies for different children – in essence trying to match instruction to the interests or learning styles of individual students.

DOK – Depth of Knowledge

Formative Assessment – an assessment of student progress that is done as part of a regular lesson so that it does not interrupt instruction and can guide teacher action in the moment to improve student performance.

Four C's – Communication, Collaboration, Critical Thinking, and Creativity

Indicators of Success: The data or measures that will be used as evidence that the plan has been successfully implemented.

Hyde Park Instructional Practices Rubric – The framework that administrators use to evaluate the instructional practices of Hyde Park teachers through the teacher evaluation process.

Mission – a statement of who we are, what we do and why.

Multiple Measures – When gauging a student's performance in an important area, more than indicator or measure are used to ensure that the report is fair and representative of what the student is actually doing.

Rubrics – descriptors that show students and parents how well a skill must be performed to meet the district's expectations

Summative Assessment – a measurement of learning that is designed to gauge where a group of students are in comparison to other students. These assessments are completed apart from instruction and serve as accountability measures for both students and teachers.

Vision – a description of what it would be like if the district mastered it's Mission