



Coherence Planning Community Update


December 2019



**Our community is very proud
of our school system,
yet with continued shifts in administration
and many families new to the area,
we lack a core identity and/or
coherent vision for our district.**

The Difference between Strategic Planning and Coherence Planning

Coherence planning is different than traditional strategic planning in that the process is focused on the **highest leverage improvement strategies** that are demonstrated to have the largest influence on student learning and preparation for life, learning and work success in a digital age.



Strategic Coherence Planning Process

July 2019 - February 2020



Coherence Planning Process

Phase I Define the purpose and desired outcomes.

JULY THROUGH SEPTEMBER 2019



Establishing a planning committee of faculty, staff, and parents to lead the coherence planning process. Efforts begin by refining the District's mission, establishing organizational values, and defining a vision of the skills and attributes of a successful Haldane graduate.

Coherence Planning Process



Phase I Define the purpose and desired outcomes.

- September 13 Coherence planning and 18 committee members introduced to community
- September 17 Thought Exchange opened to community, 185+ participated
- September - November Committee used community responses to identify the desired skills and attributes of a Haldane graduate

Strategic Coherence Planning

District Mission

The Haldane Central School District will prepare all students to succeed in an ever changing global society.

To ensure that success, the Strategic Coherence Planning Committee is committed to graduation students who master:

**Critical Thinking
and
Problem Solving**

**Communication
Skills**

Personal Wellness

**Mindset of a
Continuous Learner**

**Empathy and
Emotional Intelligence**

Resilience

Coherence Planning Process

Phase II Community thought exchange and data scan.

OCTOBER 2019



Pairing continued community input with an analysis of current student learning systems. Committee teams take a deep dive into 5 key systems: goals for learning, teaching for learning, measures for learning, supporting school and community groups, and the local context of Philipstown.

Coherence Planning Process



Phase II Community thought exchange and data scan.

Committee members worked as a whole and in sub-committees, enlisting 40+ targeted community members, to analyze our school systems against the essential qualities and attributes we desire in our graduates.

Coherence Planning Process

Phase III Results and goal analysis.

NOVEMBER & DECEMBER 2019



Assessing the District's capacity for achieving desired student outcomes through gap identification and strategic priority setting.

Coherence Planning Process



Phase III Results and goal analysis.

The Coherence Planning Committee is now examining several systems within the school district to determine how we can better align our work to meet these outcomes for our students.

Area Two: Teaching for Learning

The purpose of this outcome is to focus resources and attention on improving the capacity of a very small number of high leverage professional practices that have an impact on student performance. The inherent assumption is that the most important indicator of instructional success is the time students are engaged in rigorous, higher-order thinking course content activities. This element, when combined with a positive learning environment, are the two most powerful predictors of sustained/improved student learning. Accordingly, this group focused on the critical elements of teaching and learning practices and the quality of instructional feedback. To judge this, the three following areas were examined; 1. The existence of a unified vision of the characteristics of effective, higher order student engagement, 2. The use of digital learning resources to support rigorous instruction, and 3. The alignment of professional learning practices with these articulated priorities.

Coherence Outcome Two Findings Summary:

Indicator	0 Not Present	1 Beginning	2 Emergent	3 Proficient	4 Excellent
1. Student Engagement in Rigorous Higher Order Thinking Activities					
2. Digital Learning Practices					
3. Professional Learning Practices					

Coherence Planning Process

Phase IV Focus on leverage points for change.

DECEMBER 2019



Identifying the most important and impactful points of change for our student learners, teaching professionals, and District organization. Drafting a plan that defines Haldane's path to better align these 3 tiers with goals for success and long-term sustainability.

Coherence Planning Process

Phase V Align actions with strategic focus.



JANUARY & FEBRUARY 2020

Refining and finalizing the strategic plan roadmap through community input and consensus of the technical and adaptive changes necessary. Detailing specific actions, responsibilities, timelines, and outcomes to deliver the Haldane graduates we are committed to shaping.

What's Next?

- January 2020: 1st draft of the Coherence Plan presented to the community
- January 2020: The second Thought Exchange launched, with an emphasis on soliciting feedback on the draft plan.
- February 2020: The Coherence Plan presented to the Board of Education.

Strategic Coherence Planning

COMMITTED TO GRADUATING STUDENTS WHO MASTER

Critical thinking & problem solving
Communication skills
Personal wellness

Mindset of a continuous learner
Empathy & emotional intelligence
Resilience

COHERENCE PLANNING PROCESS 2019-2020

