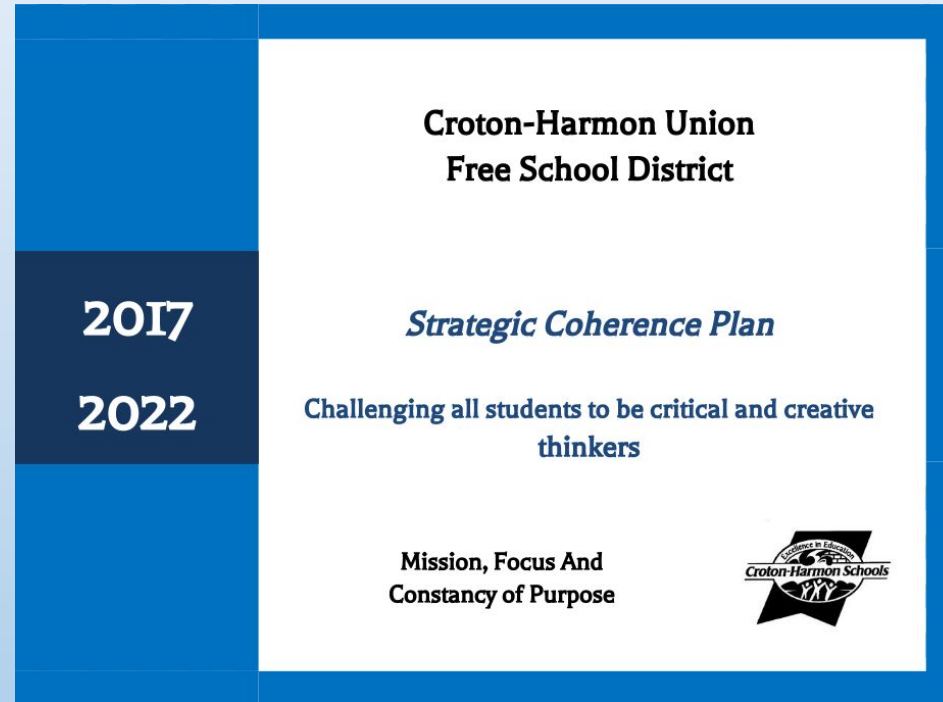


Strategic Coherence Plan



Information Session

May 2, 2017

Purpose of Tonight's Session – Dr. Fuhrman

- To provide the community with an update on the strategic coherence plan and process
- To emphasize the inclusive nature of feedback
- To thank committee members

Planning Team List

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

Planning Team Continued

Denise Baker

CET Teacher

Dorothy Perrone

Special Education Teacher

Sarah Wellman

CTA Union Representative

Lauren Scollins

PVC Teacher

Lauren Callaway

CET PTA Representative

Laura Labbate

PVC PTA Representative

Sara Langbert

CHHS PTA Representative

Jeanne Harrington-Schiermbock

SEPTA Representative

Dante Mancinelli

Student Representative

Sophia Mathews

Student Representative

Lori Phillips

Croton Free Library

Pamela Morrison

CHHS Teacher

Jonathan Costa

Facilitator

Lynn Allen

Facilitator

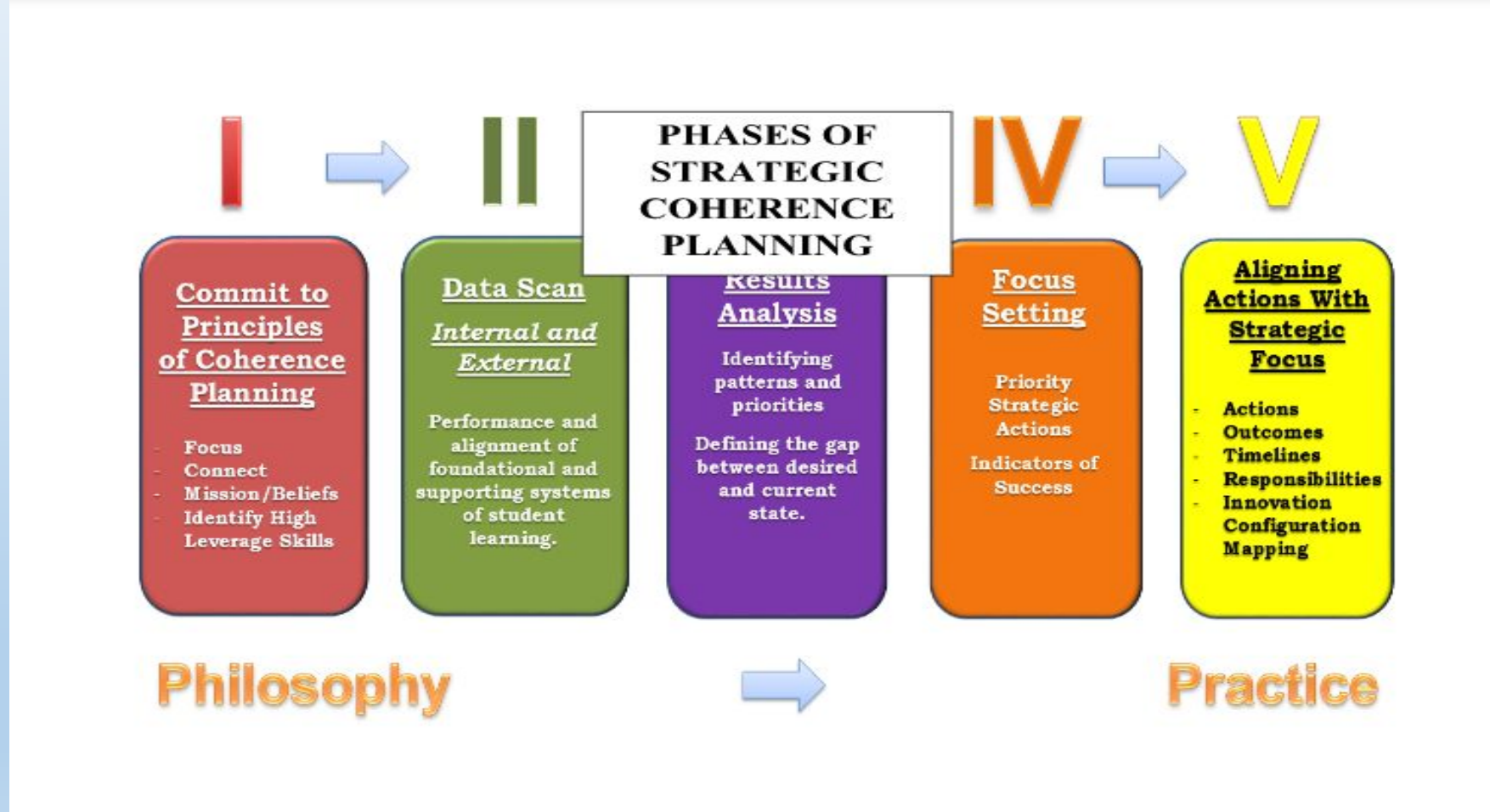
Background – Dr. O’Connell

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

Purpose of the Plan – Dr. O’Connell

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

Process to Create the Plan – Dr. Allen



Summary of Plan – Dr. Fuhrman

Executive Summary:

- The world we are preparing our children to live in is rapidly changing.
- In Croton-Harmon, after thoughtful consideration and research, we believe the priorities among those required skills include communication (speaking, writing & listening), information literacy, critical and creative thinking for problem solving and the ability to find resources to help solve those problems

Executive Summary

- 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 Croton-Harmon 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 district's foundational skills effectively and they will be reported on so all are accountable for their acquisition.

Six Strategies

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

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

Strategies...

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

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

Strategies...

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

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

Next Steps – Dr. O’Connell

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

Questions

