Strategic Coherence Plan

CHAPPAQUA
Central School District

2017-2022

Introduction and First Processes

By every measure, the Chappaqua Public Schools is a successful school district. Well-resourced and committed to quality, generations of Chappaqua students have left this system and gone on to enjoy achievements and productivity that compare favorably to the best public schools in the world. That world, however, is rapidly changing and to maintain and extend Chappaqua's record of success, the District must continuously reflect on its practices and seek to align itself with the evolving needs of students in this new environment. With the continuing advancement of the digital age and the interconnected nature of the global economy, the definition of what it means to appropriately prepare a student for a life of learning and work beyond school has been transformed. Content knowledge and test scores are no longer the main variables that portend student success, we know now that they also need to develop a sophisticated set of skills and foundational personal attributes to ensure that they can navigate the challenges we know they will encounter. Certainly, the disruptions of the pandemic in 2020 and 2021 were dramatic evidence of this reality. The purpose of the Strategic Coherence Planning process is to continually align and focus the systems that drive the Chappaqua Public Schools on the reliable acquisition of these critical student skills and attributes.

Unlike traditional strategic planning which seeks to collect data and set goals related to narrowly defined special interests, the Strategic Coherence Planning process is totally focused on those skills and attributes that support the development and improvement of future student success. Through this process the District seeks to continually answer questions regarding how are K-12 teaching and classroom experiences facilitating student practice and the Districts recently identified foundational skills and attributes? How are we measuring our success and using that K-12 data to create accountability and the continuous improvement of student performance in those areas? 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 Chappaqua ready to perform and succeed at a high level? By asking these questions and building the answers based on the good things that are already happening in Chappaqua, the members of the Strategic Coherence Planning team work to identify the steps that need to be taken over the planning period to ensure that every child is ready for their own futures.

The planning process began with the commitment to coherence by the Superintendent, Dr. Christine Ackerman, with support from the Chappaqua Board of Education in the fall of 2017. From there, a diverse group of school and community constituents was invited to participate. The members of that original group are listed below.

Lulu (Luiza) Zibenberg 10th Grade Student	Mary Ford Interim Asst. Supt. For Curriculum and Instruction	Jim Skoog Elementary Principal	Amy Kaiser HS Teacher	David Gefsky Chappaqua School Foundation
Alison. Porcelli Elementary Admin.	Andrew Corsilia Principal, Seven Bridges Middle School	Bradley Gainsburg HS student	Heidi McCarthy Director of Special Education and Related Services	Warren Messner Board of Education
Benjamin Troob 10th Grade Student	Stacey Fragin Elementary Reading Teacher	Torrey Keely 4th Grade Teacher	Jane Shepardson BOE	John Chow Central Office Admin
Megan Barnes Bell Middle School Teacher	Amanda Lifschultz Seven Bridges Middle School	Nadia Smith Reading Teacher	Jamie Edelman Elementary Principal	Joe Gramando Central Office Admin
Christine Ackerman Superintendent	Meredith Kenna PTA	Robert Rhodes HGHS Principal	Kelly Mofield Community Member- secondary	Ayelet Pollner CSF
Martin Fitzgerald Robert E. Bell MS Principal	Sophia Pao 11th grade student	Jason Semo AD	Holly McCall PTA	

Once formed, the group came together to work through the following planning process.
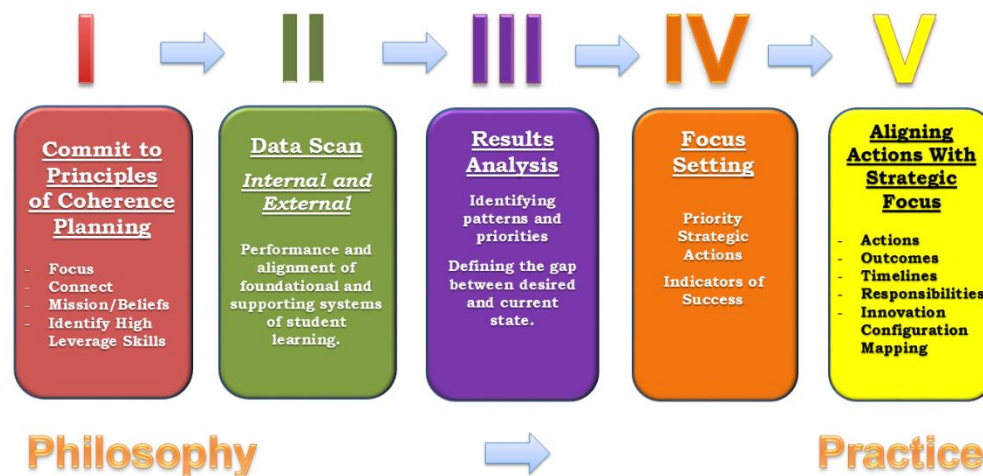
For their first task, the group worked with existing Chappaqua foundational documents and engaged the community to help them identify which of the many important student skills already recognized within those District documents would serve as the foundation and primary focus for the District's backward design planning effort. More than 500 parents and staff used the Thoughtexchange platform to provide feedback to the planning group. The results of these exercises are depicted below for both the Cognitive Skills and Personal Attributes that the community believed were most critical to student success.

	Cognitive Skills	
	Existing/Final	Thoughtexchange Thoughts – Rank (1-20)
1	Problem solving	Problem solving – 2 Problem solving – 16 Problem solving - 18
2	Critical and creative thinking	Critical thinker & reader – 13 Critical thinking and analysis – 14 Critical and creative thinking - 18
3	Self-reflection/ metacognition/ personal reflection	
4	Written, spoken communication	Writing – 4 Speak and write cogently – 5 Aquiring strong communication and writing – 6 Say and write what you mean and how to listen – 7 Write well – 10 Basic writing - 15 Communicate thoughts, defend ideas - 17 Express thoughts orally & in writing – present ideas to a group - 20
5	Collaboration	
6	Interaction, interpersonal skills	People skills, social competence - 11
7	Questioning, inquiry, hypothesizing, curiosity	Curiosity - 2
8	Innovation/imagination	
9	Giving and receiving feedback	
10	Basic skills	Basics in math & science - 15
11	Design process	
12		Well rounded - 18
13		How to listen - 7

From the community data, the substantial consensus is behind problem solving, critical and creative thinking and communication which received higher numbers of mentions and higher priority status than the other options listed.

On the attributes side of the equation, the substantial consensus is resiliency/perseverance, empathy and self-confidence which received higher numbers of mentions and also higher priority status than the other options listed. These Thoughtexchange results are listed below.

#	Existing	Thoughtexchange Thoughts – Rank (1-20)
	Attributes	
1	Self-directed, independent	Independence - 9
2	Flexibility	
3	Resiliency	Resiliency – 8 Resiliency – 9 Resiliency – 12 Resiliency - 18
4	Reliance on one another	
5	Perserverance	Perserverance – 1 Determination - 19
6	Empathy	Empathy – 11 Empathy – 18
7		Confidence – 9 Self-esteem - 18
8		Growth mindset - 3
9	Ethics	Integrity - 18
10	Responsibility	

The planning team considered these community findings and then combined them with reviewed research in the field and their own professional judgment to finally select three critical cognitive skills and three personal attributes as the primary focus for the outcomes desired for each Chappaqua Central School District student. Each member of the planning team participated in a structured activity and had an equal voice in making this decision. Staff, community, and student representatives reviewed the data, discussed its merits and shared their own personal reflections in a series of small group discussions. Every member was then asked to complete a forced choice ranking of the available options. The data from these deliberations and those votes are displayed below:

Skill

Skill	TK	JS	AP	SF	JS	JG	JE	NS	WM	MF	RR	BG	AK	SP	JLC	JKS	AJC	MEF	KEM	HFM	MAK		MKB	HM	AP	LZ	BT	CMA	Totals
Problem solving	5	2	3	4	5	3	5	4	2			2		2	1	2		5			1		5	5	5	5	4	3	73
Critical and creative thinking	3	3	2	1			3					1		5	2	5	4	4	5	4	5	3	4			4	5		63
Self-reflection/ personal reflection	1	1	1	2	2		2	3	1	4	3	4	3		1	2				2	1			3	2				38
Written, spoken communication	4	5	5	5	4	5	4	2	4		4	3	2	4	3	4	3	3	4	5	3	5		4	1	3	2	5	96
Collaboration				3	1					2	2		4	3										2				4	21
Interaction, interpersonal skills		4				3	1	1	1							4	5	1	3	3	4		2	1	3	2	3	1	42
Questioning, inquiry, hypothesizing	2	2						3	5	5	5		1	5		1				1	2			2	4	1		2	41
Innovation/imagination			4			2					3															1			10
Giving and receiving feedback																				2						1			3
Basic skills													1	5	1	5	3			1						4	3		23
Design process																													0
Well rounded									5	1										2									8
How to listen						4																							4

Attribute

Attribute	TK	JS	AP	SF	JS	JG	JE	NS	WM	MF	RR	BG	AK	SP	JLC	JKS	AJC	MEF	KEM	HFM	MAK	AML	MKB	HM	AP	LZ	BT	CMA	Totals
Self-directed, independent	3	3	1	4	1	5	5	3			5		3	2	1	2		3		3					2				46
Flexibility	1			3	5	3	2		3	3	4		2				1						2	3					32
Resiliency/Accepting Failure	2		3	1		1	1				1			1		2	3	1					4	2	4	4	3		33
Interdependance										4								2											6
Perserverance	5	4	2	5	4	2	4	5					4	5	3	5	2		5	5	3	5	5	5	3	5	5	5	96
Empathy		2	5	2				1		4	3		5			1	4	5	2	1	2	3	1		4				45
Confidence – /Self Esteem										1			2	4			3					4			5	3	4	1	27
Growth mindset	4		4	3				4					3								4	1							23
Ethics		5						3	2	5	5		4	3	5	4	5	3							2			2	48
Responsibility		1				2	4			2	2		5	4						4	1	1	4	1	1	1	2	3	38
Global citizen										2				1												2		4	9
Self-fulfillment/acceptance										1	1									4	2	5			3			1	17

With the three skills and three attributes selected, the team then deliberated what evidence for successful obtainment of those items might look like. Again in small groups, the planning team discussed the topic and brainstormed potential indicators. The results of this activity were paired with the voted on items and is displayed below. The first column contains the skills or attributes identified in the process with their associated vote totals from the previously described selection activity. The second column contains the more specific draft indicators of success (what a student would need to do to demonstrate the acquisition of each item).

Cognitive Skill	Potential Indicator
Problem Solving (73)	- Asking good questions - Weighing different options - Problem identification - Interdependent/collaborative - Resourceful - accessing resources - Application of prior knowledge
Communications (96)	- Actively listening - Clearly articulate the idea (written or verbal) - Can influence people - Self-confident - Ask open-ended questions - Organize thoughts and ideas - Support ideas with evidence - Engage in a back and forth conversation
Critical and Creative Thinking (63)	- Innovative - Take risks - Questioning - Can analyze - Synthesize - Consider other perspectives - Self-reflect

Personal Attribute	Potential Indicator
Perseverance (96)	• Continuing after/learning from/failure • Push through roadblocks • Discipline • Planning and purpose • Setting goals • Flexible
Self-directed (46)	• Motivated • Independent • Initiator - tasks • Discipline • Identifies goals • Identifies opportunity • Confidence
Ethical (48)	• Honest • Respectful • Global citizen - looking beyond oneself • Trustworthiness • Empathetic • Doing the right thing - even when it's hard

With those student learning goals framed and the foundation of the successful graduate profile set, the second step in the planning process was a data scan where each of the desired systems planning outcomes required for student success is compared to what is currently happening in the District and the gaps between what is happening now and what we ultimately want to happen are defined. To accomplish this, the Strategic Coherence Planning Team organized themselves around the five areas of focus.

Group One *Goals for Learning*	Group Two *Teaching for Learning*	Group Three *Measures of Learning*	Group Four *Supporting Systems*	Group Five *External Factors*

Once formed, each group was assigned with collecting data that would explore the status of the District for each of the above identified challenges as framed through a lens of the goals, measures and practices required to meet the skill acquisition needs of students.   Provided with guiding research questions, these groups worked with volunteers and other District staff, over a sixteen-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. For common frames of reference, each of the first four groups was additionally asked to provide a Likert scale style rating of the performance of the District for their areas of focus. A group's choices ran from a 0 that would indicate "no evidence" of the desired practice to a 4, which would show systemically improving performance. This scale is displayed below:

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.

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 (state/federal), Historical Achievement Data Trends, Changing Nature of Learning and Work in a Digital Age, Local Context – impact of the culture, environment and history of the Chappaqua Central School District, Interpretation of Thoughtexchange data on perceptions of the District and challenges/opportunities while moving the District forward, and Other?
In addition to the group specific work, the District embarked on a staff and community survey to explore stakeholder perceptions of these topics as well.

Data Scan Results:

Area One: Goals for Learning

The purpose of this outcome is to judge the degree to which the District has an aligned systemic process for setting and pursuing connected goals for learning from the District, building, and professional levels. The desired state is a goal-setting culture where the value is on high-leverage, skill-based student learning goals that are articulated and connected on a Pre-K to 12 basis. This aligned goal setting infrastructure is critical to eventual efforts to improve the identified District priority goals for learning. To ascertain the District's readiness to do this and to identify the current state of affairs, this group will be asked to judge four areas: 1. Context and Philosophy of current goalsetting processes (goals are focused on student learning and not adult action while there is a commitment to accountability for what is learned and not what is simply covered or done), 2. The alignment of goal setting processes (are they systematically connected or completely independent from school to school or person to person), 3. Community knowledge and support of goals (does everyone know what they are and why they were selected), and 4. The alignment and availability of resources aligned with the goals (do available resources align with stated goals for learning).

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				■	

The primary finding of the Group One data scan is that there is plentiful evidence of mature District processes in each of the four areas targeting in this area. Chappaqua has been reflective and progressive in defining their philosophy and vision in a variety of areas over the years. This extends from the District's Mission Statement, to leadership decision-making processes, to individual program's visions and even includes an articulation of shared concern over student's social and emotional well-being.

One common gap thread in these areas is how a laudable District value – that of distributed leadership and individual/group/school autonomy – has led to a lack of alignment and consistency of definitions of the key terms and priority items at play in the District. This raises the issue of the balance between autonomy and the need for shared purpose and focus. As a school district's challenge to prepare students for an increasingly complex world puts sustained pressure on available resources, can shifting the focus of autonomous decision making to the way a more shared vision is pursued help improve the organization's ability to achieve that vision? One other key finding was the utility and ease of use of existing curriculum resources. It was clear to the group from a variety of sources that while the Canvas system is robust, it currently is not being used to its full potential within the District.

Summary of Key Group One Gaps:

- Overall alignment/agreement on meaning and definitions of key goals for learning (skills) and social/emotional (attributes)
- Need to align the social and emotional outcome goals of the District with the attributes identified by this process.
- Focus on autonomy of practice with alignment of goals rather than on the creation of the goals themselves.
- Work on consistency of materials and access - creating curriculum materials that are compelling enough to be used and accessed by frontline staff.

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 outsize impact on student performance. The inherent assumption is that the most important indicator of instructional success is the percentage of available 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 will be focusing on teaching and learning practices and the quality of instructional feedback focused on these critical elements. To judge this, the three following areas will be 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	1	2	3	4
1. Student Engagement in Rigorous HOT					
2. Digital Learning Practices					
3. Professional Learning Practices					

Group Two focuses on instructional practices for their first outcome consulted a range of data sources including a faculty survey, CCSD Teaching Vision and Goals, APPR Teacher Observation and Reflection tools, Parent University and Knowledge Cafe presentations. They found a solid emphasis on positive learning culture and higher order thinking skills in our teacher observation and evaluation tools. At the same time, they realized that the instructional observation tools have so many descriptors that can be vague and subjective, and therefore hard to focus on for sustained improvement. They also found a need to determine consistent definitions of rigor and higher-order thinking skills.

Without clarity here, there can be no data around these specific aspects of learning, which the District believes to be critical, and therefore no way to ensure that they can be improved.

In outcome area two, the data considered included District tech tools, our acceptable use policy, technology plan and CCT contract language around digital learning. The group found high school students have consistent access to technology and are highly proficient. Additionally, Canvas is a consistent curriculum tool with broad access for all staff. They found, however, that currently there is not enough access to technology in middle schools – though that is changing for next year. The group also found that teachers don't use technology consistently and are not yet confident as an entire group in their understanding of how to design and facilitate digitally supported instructional experiences.

In the third area, the group considered the CCSD Professional Development Plan, Learning Symposium sessions 16-17 and 17-18, In-service courses, learning teams, summer camps, and Fellowship offerings. The group found that a systemic professional learning effort is evident, that there are many varied opportunities offered and that the inquiry process is strong and aligned with our beliefs around active learning. For gaps here, the group identified inconsistent participation and level of engagement for faculty, no use of data to improve the system and that state and local assessment scores aren't used to impact instruction.

Summary of Key Group Two Gaps:
- Need to determine consistent definitions of rigor and higher order thinking.
- Need to explore ways to measure and collect data on effectiveness of rigor and higher order thinking.
- Ability or confidence of staff on how to use digital tools to support meaningful and engaging instruction.
- Inconsistent participation and level of engagement in professional learning process.
- No use of data to select or improve professional learning processes and practices.

Area Three: Measures for Learning –

The purpose of this area is to determine the degree to which the District's assessment practices support growth and accountability for the obtainment of the District's vision of a successful graduate and its associated goals for learning. Following the maxim "what gets measured gets done," this is an opportunity to judge whether the stated learning priorities of the District are aligned with its assessment infrastructure and culture. Critical to these relationships is the capacity of teachers and administrators to provide timely, helpful and accurate feedback for the improvement of student and adult performance. To determine this, group three will examine 1. Assessment philosophy and practice (including balance between formative and summative assessment resources), 2. Assessment capacity (the ability to effectively measure the things that matter most) 3. How data collection practices support priority goals for learning, and 4/5. How both professional measures and measures at the building and District level also support feedback for improved student and professional performance.

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					

The overall understanding about the purpose and philosophy of assessment is variable through the District. Generally speaking, assessment for learning was conveyed by younger students, while assessment of learning was conveyed by older students. End of unit assessments are not universally administered; some teachers administer them and some do not. There is variability in the percentage of summative and formative assessments administered. Teachers do collect assessment data, much of which is used to inform their instructional planning. However, there is no formal process for sharing this data with receiving teachers so much of this learning is not transferred from level to level. Some teachers use rubrics to assess writing tasks and projects, but there is no evidence of consistent use across a grade level or school.

A system exists for capturing standardized student performance data (IC, Canvas). It is available to all staff, but the group was unsure how often it is referenced. Canvas as a system can capture non-standardized student performance data depending how teachers set it up for their classes. Some staff use it extensively, others superficially. This is also true for amount and depth of rubric use. Students appreciate direct teacher feedback and the ease and depth of Canvas access. Parents cannot fully access Canvas data (only grades) and it might not make sense as is currently configured for them to do so. There is some agreement on what this data looks like across some courses / departments. The group does believe that 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.

Summary of Key Group Three Gaps:
- Need for alignment of assessment understanding and philosophy.
- Rubric usage is wide - but frequency and depth varies as well as the areas to which they are applied.
- Canvas use varies and feedback to students varies along with it.
- Data is not always passed on from teacher to teacher or level to level.
- Access to all assessment data is not consistent.
- Performance data does not always reflect the District's priorities.
- Performance data is not used to improve practice at the building or District level for larger alignment purposes.
- Data from the APPR sometimes reflect those goals but sometimes not - same with SLO alignment.
- Data is content area based, not skill and attribute based.

Area Four: Supporting Systems –

This group's focus is on how the leadership and District support systems are structured to work together in order to facilitate the attainment of student learning goals. Do these systems consistently work together to enable a sustained focus on things that matter or are they consistently reactionary, disconnected, and moving from one strategic focus to another year after year? To determine this, judgments will be made on the current state of 1. Leadership and mission focus and systems coherence, 2. Policy and regulations, 3. Community engagement, and 4. Resource deployment.

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

The group found, as it related to the District mission, the data collected by the District is content area related and does not include ethics, perseverance and self-direction, communication and critical thinking. Each building has its own goals, which are derived from the District's and BOE's strategic questions for teaching and learning. They found consistent practice among administrative meetings (Admin Council for Principals and Directors/ APs and CSE Chairs meeting/ Administrative Retreats); Posting for hiring (OLAS), CSE process, Budget planning/process, Teacher evaluations (Stafftrac), APPR process - Inquiry work, Faculty meetings, Open House Schedule, Campus

Messenger Software for communicating with students, staff and parents, SchoolDude Facility Management System, Infinite Campus, Anonymous Alert System, and the New District Website. There were, however, inconsistent practices around interview protocols, social/emotional support programs (see Student Support Plan document), Parent/teacher conferences, and the ways in which Campus Messenger is used to send information to students, staff and/or parents (i.e. some building principals send messages via email, others use Campus Messenger)

In the second area, the BOE and Superintendent in essence have a dual responsibility under the law with respect to curriculum and instruction, with the BOE having the responsibility to set policy, and the Superintendent having the responsibility to implement that policy. In practice, the Superintendent makes recommendations to the BOE in the area of instruction and critical goals for learning, which are discussed and approved by the BOE. While the BOE has a policy committee comprised of two BOE members, the Superintendent and legal counsel, it appears a gap exists in the areas of regularly scheduled review of policies so as to make sure they stay in line with our current critical goals for learning. There is currently more of a reliance on ad hoc policy review than on systematic policy review and crafting. A gap may also exist in the sense that current practice indicates that the BOE tends to have more of an input into reviewing operational policies in the District versus curricular/learning policies and critical learning goals. The BOE does not at present seem as actively involved in crafting policies that address our mission and critical goals for learning, although a focus on this does underlie decision making.

An area where there are concerns is community engagement. For example, concerns about mutual respect were raised, but they are difficult to measure. The group understands that respectful communication requires constant work and the administration must be trained and continue to focus on this. Some expressed a feeling of a "black hole" where feedback from community members is shared but there may be a lack of response which leads to a feeling of not being heard or listened to. Also, there is a recurring lack of understanding about roles within the schools and what committee, board or administrator should be contacted in various circumstances, and sometimes the result is = a failure to communicate with the "right" person, creating a gap.

When particular issues are faced, it would be good to see more Board Committees and/or "task forces" to address short term issues. The addition of social media communication is perceived as a good thing, although not widely known by community. Beyond emails to Admin/BoE and public comment during Board of Education meetings, the community does not always feel that they have a reliable channel of communication and engagement for productive dialogue.

Budgets and resources are developed and defended based on alignment with articulated goals for learning and demonstrated Mission-based need.   Overall, the group felt that the District mission and vision is at the forefront of budget decision-making and we saw ample evidence in every presentation.

Summary of Key Group Four Gaps:

- The need to align the strong existing Leadership and Mission focus documents with the skills and attributes from this process.
- Policy is made in response to things rather than in the pursuit of things.
- Policy is more focused on operations rather than learning.
- Issues were raised about responsiveness – the need for two-way communication.
- Potential need from future initiatives, but a lot of consistency and focus on resource deployment.
- Where should we go to learn what? Clarity of where to go to learn specific things.

Area Five – Local Context with Challenges and Opportunities

- Economics/Demographics
- Mandates/Legislation (state/federal)
- Historical Achievement Data Trends
- Changing Nature of Learning and Work in a Digital Age
- Local Context – impact of the culture, environment, and history of the Chappaqua Central School District.
- Interpretation of Thoughtexchange data on perceptions of the District and challenges/opportunities while moving the District forward.
- Other?

•**Economics/Demographics**

Challenges	Opportunities
- Tax Cap Law - Heavily reliant on property taxes (89%) - School taxes are high - Very little commercial tax base 430 less students than at the height of enrollment (07-08) - Middle class is shrinking (both wealthy and needy are growing) - English learner population is growing - No land for development growth # households without children is greater than those with children 5 superintendents during the last 14 years - District is located in two different towns - Sense of entitlement by District community - Lack of diversity	- Strong academics - Strong reputation - Strong community support - Inclusive schools model - Public Library is part of the school system - Strong Continuing Education Program - Buildings are in excellent shape - Moody's AAA rating - Residents have very favorable opinion of the District - Staff take pride in working for the District - District is one of the most high performing in the country - District has one of the highest median income in the country

•**Mandates/Legislation (state/federal)**

Challenges	Opportunities
- Lack of control - Difficulty in strategic financial planning	- Lobby the state / federal govt's to make changes that benefit the local districts ??? - Elect officials that are focused on education

Business Office/Financial

- ERS
- TRS
- Affordable Care Act
- Wicks Law
- Prevailing wage law
- ST-3 financial report
- Auditing
  - Claims auditor
  - Independent external auditor
  - Internal auditor
- GASB 34 & GASB 45
- School district property tax report cards
- Segregation of duties - increased staffing

Facilities/Health & Safety

- 5- year capital facilities plan
- Annual AHERA inspection
- Automatic external defibrillators
- Building condition survey
- Crisis team plan and training
- School facility report card
- Special education space requirements plan
- Dignity for All Students Act
- ADA compliance

Transportation

- Private & parochial school transportation
- Out-of-district special education transportation
- Annual physical exams
- Bus driver training
- Drug testing for drivers

Instructional	Information Technology	Personnel
• Student calculators • Academic intervention services/RtI • Alternative instruction of suspended students • Behavioral intervention plan • NY State testing, computer-based testing, scoring, analyzing and mailings • LEA for IDEA • Private school textbooks • Home instruction • Home schooling - individual home instruction plan • Homeless student instruction • Incarcerated youth programs • Career Development Occupational Studies (CDOS) • Changing academic standards • Hospital instruction • English as a New Language (ENL)-curriculum materials	• Unique student identifiers • District data manager • Instructional computer technology plans • Statewide data collection - data warehousing • Disaster recovery plan • Data privacy/cyber security • ADA compliance	• Taylor Law/Tri-borough amendment and its effect on collective bargaining • Teacher mentoring program • Leave for prostate & breast cancer screening • Fingerprinting of potential employees • BEDS reporting • APPR and training • Professional certification tracking • Pre-school committee for special education administration • English as a New Language (teachers) • Private/parochial school nursing services • Civil Rights reporting • Violent and disruptive incident reporting (VADIR)

•**Historical Achievement Data Trends**

Challenges	Opportunities

• Alignment, coherence and consistency K-12
• Knowledgeable staff who value autonomy and creative control
• Need Growth Mindset Measures
• Finding ways to teach / assess 21st century skills: problem solving, creativity, perseverance, communication, collaboration, etc...
• Increasing access to higher level courses - impact on staffing, electives, scheduling, and student stress levels
• Change to Common Core
• Difficulties in Implementation
• Inconsistencies across student cohorts from year to year
	• More students are looking to challenge themselves / meeting goals
	• Students engaged outside classes as evidenced by awards, participation rates in extracurricular activities, and numbers of clubs
	• Test scores remain strong. Graduation and higher education rates remain high.
	• Staff continue to seek PD and take on new initiatives while maintaining rigor and differentiation
	    ○ Inclusive environment
	    ○ New space

•**Changing Nature of Learning and Work in a Digital Age**

Challenges	Opportunities
Changing Nature of Learning: • It is vital students become familiar with technology at young age • Children become active learners with more innovative educational games and tools available to them • Technology fostering a shift to personalized learning, tailored to the needs of individual students • 21st century skills needs to be taught : real-world readiness. Collaboration, innovation, critical thinking and	**Changing Nature of Learning**: • It is vital students become familiar with technology at young age • Children become active learners with more innovative educational games and tools available to them • Technology fostering a shift to personalized learning, tailored to the needs of individual students • 21st century skills needs to be taught : real-world readiness. Collaboration, innovation, critical thinking and

communication are practical skills that can be used in real world • Students need to learn to navigate digital world and be responsible digital citizens **Changing Nature of Work:** • 'New Collar or Middle Skills'-skills over pedigree • Demand for tech skills surging • Digitization and automation place premium on tech skills, creativity and initiative: less correlated with formal education • New jobs defined by tech have shorter, project oriented time frames • Digitization makes switch to skills based self employment or hybrid employment easier	communication are practical skills that can be used in real world • Students need to learn to navigate digital world and be responsible digital citizens **Changing Nature of Work:** • 'New Collar or Middle Skills'-skills over pedigree • Demand for tech skills surging • Digitization and automation place premium on tech skills, creativity and initiative: less correlated with formal education • New jobs defined by tech have shorter, project oriented time frames • Digitization makes switch to skills based self employment or hybrid employment easier

•**Interpretation of Thoughtexchange data on perceptions of the District and challenges/opportunities while moving the District forward.**

Challenges	Opportunities
• **Hire quality educators** - *Does the Chappaqua brand attract the best teachers and leaders?* • **Diverse, high quality curricula, AP** - *In what ways will changes in NYS Standards and AP impact teaching and learning?* • **Extracurriculars to support growth as good citizens** - *Do the schools provide enough experiences for learning outside*	• **Expansion of World Languages** to elementary schools • **Healthier life choices and mindfulness**, with structures to support (scheduling, staff, programs) • **Writing skills** spiral K-12 • **Expanding human communication** beyond social media • Promoting and supporting **acceptance and inclusion** • **Partnering with local organizations and community** experts

the classroom? Is this compromised by the oversubscribed teenage environment? • **Independent thinkers, problem solvers, and resilience** - *In what ways does the district enhance learning experiences beyond the AP and Regents curricula? What are the characteristics of a 21st century learner and leader?*	• **Exploration of other high quality learning programs** - i.e. IB

In addition to the group reflections, the following observations were derived from individual reflections….

Kudos – Areas in Which the Data Demonstrated Systemic Strengths

1. Students have opportunities for strong learning across the curriculum
2. Strong academic program
3. Professional development is aligned, coherent and done well
4. Teachers use data and feedback to inform instruction
5. Students receive feedback to improve learning
6. Strong budget planning
7. Strong access to technology
8. Math is aligned K-12
9. Curriculum promotes problem solving
10. Leadership in District is mission focused and has coherence in mind
11. Essential questions guide instruction

Questions – Areas in which more information is needed

1. How do we build communication across all levels with all stakeholders?
2. How to balance autonomy and consistency?
3. What areas are we assessing and how are we using that data?
4. How do we align curriculum horizontally and vertically?

5. How can we define and track SEL by grade level?
6. How do we enhance professional learning?

Concerns/Biggest Gaps

1. **Inconsistency in using assessment in driving learning forward 21**
2. Inconsistency around the use of digital learning 4
3. **Definition and assessment of rigor and higher order thinking skills 11**
4. Parents feel there is a lack of communication regarding children's progress throughout the school year 8
5. Concerns about mutual respect and not being heard 0
6. **Lack of vertical and horizontal alignment for SEL/Curriculum K-12 (perseverance, ethical, self-directed) 37**
7. Lack of understanding about roles within District or school 1
8. Assessment needs to be aligned with District vision and goals more consistently 7
9. **Lack of curriculum alignment (horizontal and vertical) K-12 36**
10. Need a balance between teacher autonomy and consistency/coherence 7

Initial Strategic Actions:

Strategy One: *Define, promote, and consistently assess the most important student skills and attributes required for success in life, learning and work beyond school and use the results of those assessments to continuously improve the District's capacity to support student achievement.*

I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
· No common definitions for key terms	· Common definitions for key terms have been established	· Common definitions are working their way into the staff vocabulary and are often used and accepted definitions for key terms in context	· Commonly used and accepted definitions for key terms are used regularly and productively in professional dialogue regarding student learning.
· Organic system of assessment at all levels – no evidence of consistent alignment of expectations of key Successful Graduate skills or attributes	· Some inconsistent evidence of alignment of expectations (shared rubrics or standards) of key Successful Graduate skills or attributes	· Consistent evidence of aligned expectations (shared rubrics or standards) of key Successful Graduate skills or attributes	· Implemented system of aligned assessment (shared rubrics or standards) and evidence at all levels for key Successful Graduate skills or attributes
· No systemic use of data as a foundation for improvement, planning of instruction or for professional learning related to key Successful Graduate skills or attributes	· Some use of data for improvement planning of instruction or for professional learning related to key Successful Graduate skills or attributes	· Many use data for improvement planning of instruction or for professional learning related to key Successful Graduate skills or attributes	· Systemic use of data for improvement planning of instruction or for professional learning related to key Successful Graduate skills or attributes
· No District-wide measures or framework to determine how well the District is doing at achieving its Profile of a Successful Graduate.	· District and community representatives are engaged in a dialogue regarding District-wide measures or framework to determine how well the district is doing at achieving its Profile of a Successful Graduate.	- District and community representatives are generally agreed on District-wide measures or framework to determine how well the District is doing at achieving its Profile of a Successful Graduate.	· District and community representatives are implementing a district-wide system of measures or frameworks to determine how well the District is doing at achieving its Profile of a Successful Graduate.

Actions for Moving Forward:

Step #	Action	Outcome	Who	When
1	Finalize the components (content) of the "Attributes of a Successful Graduate"	Skills and attributes along with defining characteristics are in their final working form	District/School Administration (CA)	May 23rd and July 9/10
2	Get constituent feedback on draft components of the "Attributes of a Successful Graduate."	General awareness in the community regarding the rationale, background and purpose of the framework and improvement suggestions are gathered.	District/School Administration (CA)	Fall of 2018
3	Suggested changes and feedback are incorporated in a final version of the "Attributes of the Successful Graduate."	Final working version created.	District/School Administration (CA)	Fall of 2018
4	Create graphic assets to help communicate this critical component	Communication tools are ready for use	Superintendent of Schools	Jan 1, 2019

Strategy Two: *Appropriately define rigor and higher-order thinking so that feedback systems on teaching and learning can be aligned with these high-leverage forces.*

I – Present State	II – Beginning	III – Progressing	IV - Accomplishing

· No common definitions for key terms	• Written definitions and understandings of rigor and higher order thinking, K-12, for staff and students are under development	• Clear written definitions and understandings of rigor and higher order thinking, K-12, for staff and students	• Common language for rigor and higher order thinking, K-12, is in place for staff and students and leading to constructive dialogue about what it looks like at grade and course levels.
· Indicators are so numerous it is difficult to focus on high leverage items and there is no alignment throughout the system.	• The need for prioritization of elements of instructional improvement is being discussed as part of the District's professional learning processes.	• There is a developing alignment and agreement on which priority elements of instructional improvement are the focus of the District's professional learning system	• There is a high degree of alignment and agreement on which priority elements of instructional improvement are the focus of the District's professional learning system
	• Professional learning and feedback systems actively exploring what evidence of rigor and higher order thinking would look like in their learning environments.	• Professional learning and feedback systems becoming aligned from level to level and school to school regarding what evidence of rigor and higher order thinking look like in their learning environments.	• Professional learning and feedback systems are aligned from level to level and school to school regarding what evidence of rigor and higher order thinking look like in their learning environments.

Actions for Moving Forward:

Step #	Action	Outcome	Who	When
1	Ensure alignment of this work with any related components of Strategy One	All definitions and materials are consistent and aligned with work done by the "Attributes of a Successful Graduate"	Academic Departments, Academic Teams, APPR system and Staff Developers	
2	Write and share clear definitions of rigor and HOT.	All faculty will have an understanding of the definitions.	Academic Departments, Academic Teams, APPR system and Staff Developers	

3	Share and discuss examples of student work which demonstrate rigor and HOT at particular grade levels across buildings.	Developing understanding of rigor and HOT for particular grade levels across schools.	Academic Departments, Academic Teams, APPR system and Staff Developers	
4	Identify three high-priority indicators in the APPR process.	All faculty and administrators focus discussions of teaching and learning on these three indicators.	Academic Departments, Academic Teams, APPR system and Staff Developers	
5	Written descriptions (look-fors) for each of the high-priority indicators.	All faculty and administrators would review and compare written descriptions to what students are doing in class.	Academic Departments, Academic Teams, APPR system and Staff Developers	
6	Establish regular meeting time devoted to review and revision of current curriculum across grade levels within academic departments.	All faculty will begin to use meeting time to discuss and revise curriculum.	Academic Departments, Academic Teams, APPR system and Staff Developers	
7	Develop capacity of the staff development department/program to co-plan and assist with the regular meetings described in #6.	Faculty will develop the capacity to work on curriculum together.	Academic Departments, Academic Teams, APPR system and Staff Developers	

Strategy Three: *Align definitions, scope and sequence of Pre-K to 12 Social and Emotional Learning curriculum resources and include the critical attributes of perseverance, ethical behaviors and self-directedness.*

I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
• No common definitions for key terms	• Common definitions for key terms are under consideration	• Common definitions for key terms are under consideration and are being vetted by constituent groups	• The district has identified common definitions for key terms, K-12.
• Inconsistent expectations and resources from level to level and building to building	• Key K-12 expectations, thematic practices, CORE beliefs and resources are being identified	• Key K-12 expectations, thematic practices, CORE beliefs and resources have been identified	• Consistent expectations and appropriate resources, K-12 and at each level.
• Lots of curriculum materials in place and in use but alignment is missing	• Curriculum materials have been inventoried and tagged for content and goals	• Key curriculum materials have been inventoried and tagged for content and goals and K-12 gaps have been identified.	• There is alignment of the K-12 social and emotional curriculum and materials to go along.
• Few obvious through-lines to connect all of the District's foundational documents around the key goals for student learning.	• Content and goal through-lines that connect all of the district's foundational documents around the key attributes for student learning are identified.	• Content and goal through-lines that connect all of the district's foundational documents around the key attributes for student learning are in place and guide the acquisition of new materials.	• There are clear District foundational documents linking all of the key goals for student social/emotional learning
• Some autonomy focused on how rather than what	• Discussion regarding autonomy focused on how rather than what is underway	• Discussion regarding autonomy focused on how rather than what is underway	• Autonomy at each level focused on the how rather than the what

Actions for Moving Forward:

Step #	Action	Outcome	Who	When
1	SEL Fellowship: K-12	District Alignment K-12 Student Involvement in SEL	Superintendent and Director of SPED	August 2018-June 2020

2	Greeley - RULER	School Wide implementation	Greeley Principal	Year 2 Implementation 2018/19
3	Middle School- RULER	School Team training through BOCES and introduction of RULER to faculty	Middle School Principals	
4	Elementary RULER	School Team training through BOCES and introduction of RULER to faculty	Elementary School Principals	Year 1 Implementation 2019/20
5	Elementary Character Education Component		Elementary School Principals	Scope and Sequence Identification 2018/19 Year 1 Implementation 2019/20

Strategy Four: *Build or complete the vertical/horizontal alignment of Pre-K to 12 academic curriculum resources and include integration of problem-solving, communication, and critical/creative thinking,*

I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
• No common definitions for key terms • Inconsistent expectations and resources from level to level and building to building • Lots of curriculum materials in place and in use but alignment is missing	• Common definitions for key terms are under consideration • Key K-12 expectations, thematic practices, instructional and assessment and resources are being identified • Curriculum materials have been inventoried and tagged for content and goals	• Common definitions for key terms are under consideration and are being vetted by constituent groups • Key K-12 expectations, thematic practices, instructional and assessment resources have been identified • Key curriculum materials have been inventoried and tagged for content and goals and K-12 gaps have been identified	• The District has identified common definitions for key terms, K-12. · Consistent, age-appropriate, grade level, skill and academic expectations are understood by staff and communicated to community. · Differentiated growth level expectations for our diverse population

• Few obvious through-lines to connect all of the District's foundational documents around the key goals for student learning. • Some autonomy focused on how rather than what	• Content and goal through-lines that connect all of the District's foundational documents around the key attributes for student learning are identified. • Discussion regarding autonomy focused on how rather than what is underway	• Content and goal through-lines that connect all of the District's foundational documents around the key attributes for student learning are in place and guide the acquisition of new materials. • Discussion regarding autonomy focused on how rather than what is underway	· Teacher expectations of student work are vertically aligned cross-building. • There is alignment of the K-12 social and emotional curriculum and materials to go along. • There are clear District foundational documents linking all of the key goals for student social/emotional learning • Autonomy at each level focused on the how rather than the what

Updates and Improvements

From the beginning, it was determined that the planning team would meet regularly to update and refocus work based on events, conditions, and progress made. After a year of efforts, the original planning team gathered to reflect on their work. They first reflected on the draft definitions of the Greely Graduate and finalized those elements as listed below:

Greeley Graduate

Skill		Attribute	
Problem Solving	1. Problem identification and communication 2. Ask relevant questions 3. Work collaboratively to problem solve 4. Recognize multiple & creative ways to solve problems 5. Accessing resources & prior knowledge to problem solve 6. Reflect/assess/revise solutions	**Perseverance**	1. Willingness to return to an idea in light of new evidence 2. Setting and completing long term goals 3. Responds to failure with increased effort 4. Testing, prototyping, drafting, experimenting, recalculating 5. Practice
Communications	1. Understand & demonstrate the purpose for communication 2. Select effective mode(s) of communication 3. Communicate with clarity to the intended audience 4. Develop & improve the skills in the areas of reading, writing, listening & speaking.	**Ethical**	1. Truthfulness 2. Concern for others 3. Actions match core values 4. Stand up against violations of core values* 5. Ability to look beyond one's self *core values to be determined
Critical and Creative Thinking	1. Embrace risks/failures 2. Describe and justify thinking with a willingness to overcome biases 3. Self-reflect 4. Generate own ideas 5. Be open, fair-minded to different points of view/perspectives 6. Evaluate resources and be skeptical of unsubstantiated claims 7. Be innovative in thinking by suggesting alternatives & seeking solutions (design thinking)	**Self-Directed**	1. Independently setting goals and making decisions about their own learning to satisfy personal wonders, interest, passions & curiosities 2. Develop an action plan to achieve goals 3. Seek, secure & evaluate resources including enlisting the help of others and critical feedback 4. Self-assess and reflect, leading to resources & learning

CHAPPAQUA
Central School District

The group also reflected on the progress made in the areas of each strategic priority. Their reflections are listed below.

1. **Work to build assessment capacity**

Warm	Cool
It needs to inform instruction How much time is needed to administer the assessments and analyze the data? How will information be presented to parents? Assessments through year may help personalize learning, provide intervention Assessment, curriculum, and instruction need to be aligned Universal Screener will help to support an RTI model Universal screener and assessment data can help give better feedback than grades and state assessments Good for parents to know more about students progression Like using data to drive assessments Could provide useful data linked to Curriculum & Instruction *Universal Screener would provide us with more student specific data to guide instruction (differentiation); this would eliminate some of the subjectivity of the report card at the elementary level;*	Chappaqua parents may become overly anxious about PreK screening and begin prepping Three assessments per year is time consuming. How long do they take? How difficult to administer? Stress on students and parents around "testing" Do teachers worry about it being evaluative? What will happen to the local assessment? Time concerns The amount of assessing will need to be explored The # and frequency of assessments is concerning. We need to make sure that these impersonal assessments do not trump the importance of formative and observational assessments We also need to make sure that we are responsive to the children in front of us and that we don't over assess Is assessment at this frequency sending a message that is contradictory to our other messages of following the needs/interests/desires of our students? We need to know what information will come out of this Is it too much screening on top of ELA and math and science testing? Concern about how much K screening data should be shared with parents and what will parents do with that information? Should we be screening for K at all? Worried about computer assessments What will be shared with parents? Just kids who fall below the benchmark or all will receive feedback.

Suggestions for improvement….

- We will need to improve our RTI processes to ensure that when vulnerabilities are identified, we put interventions in place.
- Alignment with local preschools on expectations.
- Consider multiple methods and modalities for assessments.
- Consider if these assessments are aligned with developing the skills and attributes of the graduate.
- K Screening will require strong parent communication

2.   **Work to create better K-12 curriculum alignment**

Warm	Cool
Helpful for teachers to see what students are learning throughout the years and grade levels What's the most important piece to begin with? Charts are excellent. Positive. Links are great Systemic approach Helpful to new staff as a resource. Better for students of new teachers. Helpful for teachers new to the district Communicates clear expectations Pacing guide supports the review of student work during PLCs Common curriculum allows for curriculum driven PD Insures that all students have equal access to curriculum that is not "pet-curriculum" of particular teachers"	Sensitivity to teacher autonomy Teacher could feel less autonomy by implementation of common curriculum Language is important Difficult to balance clearly articulated curriculum with teacher innovation Think about appropriate autonomy Make sure there is a curriculum review process on a regular basis
Suggestions for improvement Build in regular time for grade-level/subject-area teachers to review and revise curriculum, observe each other, etc.	

3.   Work to build capacity for Social and Emotional Learning.

Warm	Cool
We will need to support through professional development when it will take place during the school day Like the integration of Growth Mindset and Mindfulness Good that it's system-wide Great job explaining complexities of SEL. #1 Provide consistent language How does this connect to SSK? Clear need within the district for SEL learning. Important work to be done Timely and necessary work!	Long roll-out Binder makes it feel formulaic First we need to engage teachers in their own social/emotional learning before we engage students Is there room for customization How do all teachers embed SEL into their teaching? What does support look like? How will it align with SEL intervention screens? You don't want it to become transaction and compliance driven. Very challenging to begin with the oldest students in the district. Over time, instruction will need to be revised as students enter the high school with more knowledge of the program. #1 Time concerns if teachers want to continue mindfulness practices, etc.
Suggestions for improvement… Provide information to help faculty understand that practices like mindfulness are pre-cursers, complementary and useful within the RULER approach. For example, Mindfulness is a part of the Recognizing Emotions component of RULER. RULER expands on the practice.	

As a result, the District refocused elementary, middle/high, and District-wide strategies.

Elementary Team: K- 5

Strategic Planning Area of Focus	Potential Area of Focus
K-12 Curriculum Alignment	• Make certain one (reading, writing, math?) curriculum area is aligned and articulated across all 3 schools so teachers, parents, and administrators understand the curricular units, content, and skills being taught in each grade level
Social Emotional Learning K-12 Alignment	• Safer, Smarter Kids implementation year 2 • Pre-work for social-emotional learning curriculum
Assessment	• How are we using the assessment data we do have to make instructional decisions?

Secondary Team: 5-12

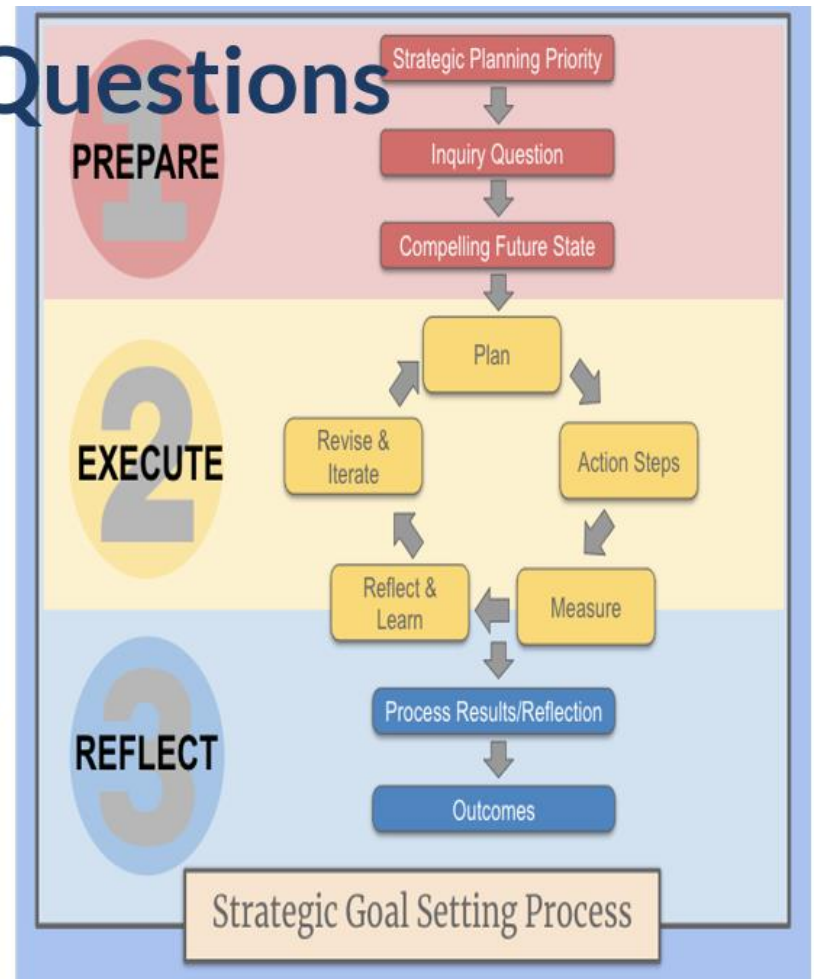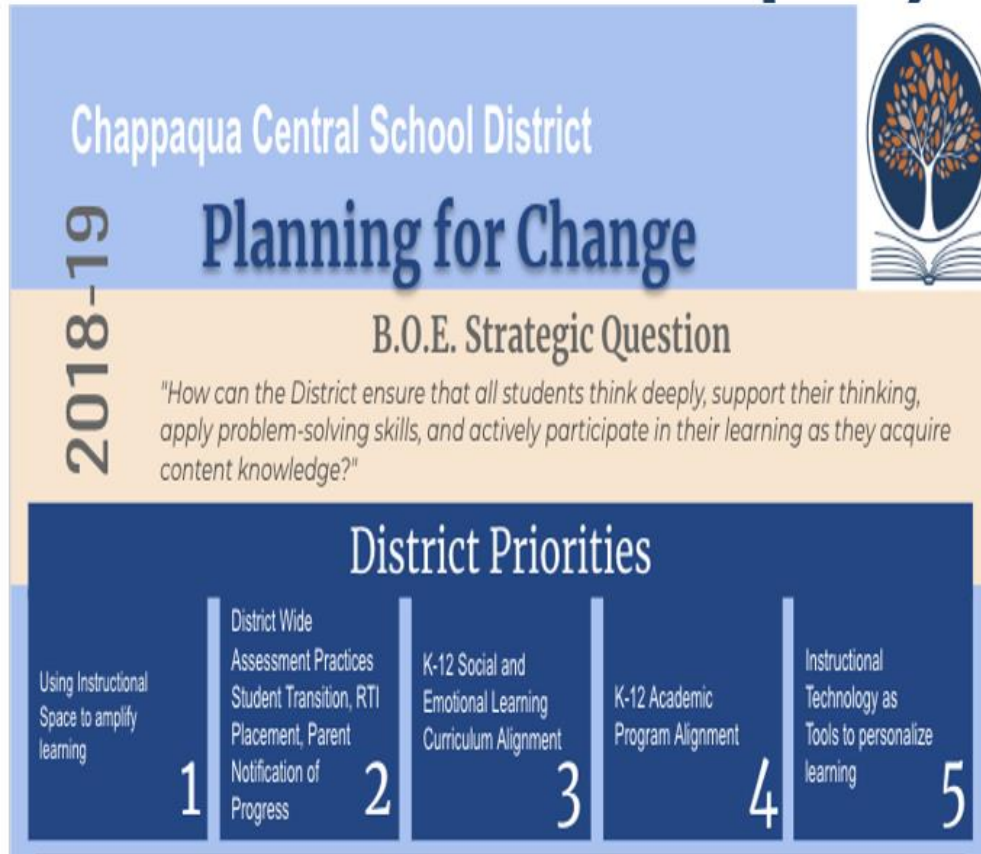| Strategic Planning Area of Focus	Potential Area of Focus
K-12 Curriculum Alignment	9-12: identifying and aligning skills in World Language 5-8: continue to align ELA units (content and timing) across grade levels Memorialize process as a critical 5-12 tool in alignment
Social Emotional Learning K-12 Alignment	RULER implementation Safer Smarter Kids
Assessment	5-8 Problem Based Learning 9-12 Examining use of current common assessments. To what extent do departments/teachers of common courses review student performance on common assessments and decide on revisions to instruction and curriculum.

District Level Team (Directors, Special Education)

Strategic Planning Area of Focus	Potential Area of Focus
K-12 Curriculum Alignment	Begin to align physical education, literacy, digital learning - creating access points for all learners.
Social Emotional Learning K-12 Alignment	Provide supports to students and staff to ensure physical and social-emotional wellbeing and development.
Assessment	Identify and collect data to inform and assess curriculum & instruction.

Central Office Cabinet

Strategic Planning Area of Focus	Potential Area of Focus
K-12 Curriculum Alignment	How will we articulate the written curriculum? (GPS Fellows) Design a mechanism- complete departure from atlas/google docs
Social Emotional Learning K-12 Alignment	RULER Is not enough….what else do we need to be thinking about? Include parent & community connections as a parallel path of SEL curriculum. Design a comprehensive approach that includes student input (Greeley Inc. Fellows).
Assessment	How can we use assessment to best support our students? Explore systems to support the continuity and communication of student performance data to appropriate stakeholders.

After year two, as work continued on existing plans, the District leadership team began framing the pursuit of the Strategic Planning Priorities through an enhanced process that incorporated inquiry questions and processes designed to embed an ongoing improvement process within the long-range perspective of the District strategic priorities.

Administrative Inquiry Questions

Chappaqua Central School District

2018-19

Planning for Change

B.O.E. Strategic Question

"How can the District ensure that all students think deeply, support their thinking, apply problem-solving skills, and actively participate in their learning as they acquire content knowledge?"

District Priorities

1. Using Instructional Space to amplify learning

2. District Wide Assessment Practices Student Transition, RTI Placement, Parent Notification of Progress

3. K-12 Social and Emotional Learning Curriculum Alignment

4. K-12 Academic Program Alignment

5. Instructional Technology as Tools to personalize learning

PREPARE 1
- Strategic Planning Priority
- Inquiry Question
- Compelling Future State

EXECUTE 2
- Plan
- Action Steps
- Measure
- Reflect & Learn
- Revise & Iterate

REFLECT 3
- Process Results/Reflection
- Outcomes

Strategic Goal Setting Process

By the end of year three, as a result of this more in-depth explorations of the work, the scope of Coherence Planning had expanded as several complex issues were separated to make them more manageable and progress toward them more accountable. The result was a refinement of the five strategic priorities and mapped the complexity of their implementation. These were articulated by the end of the 2019 school year in the form of an online dashboard that tracked activity and progress in each area. The up-to-date materials on these efforts can be viewed here:

USING INSTRUCTIONAL SPACE TO AMPLIFY LEARNING

K-12 students will engage in experiences that involve meaningful inquiry, action, imagination, invention, interaction, hypothesizing, and personal reflection in spaces that are designed to flexibly support a wide variety of learning styles and innovative instructional activities. Instructional spaces are purposefully designed to enhance, amplify, and enrich learning experiences.

DISTRICT WIDE ASSESSMENT PRACTICES

Assessment systems accurately track learning and provide useful feedback to instructors, students, and parents about the extent to which students are successfully meeting course objectives and grade-level standards. Data systems track student performance, personalize instruction, and inform the continuous curriculum improvements.

SOCIAL EMOTIONAL LEARNING CURRICULUM ALIGNMENT

Social and emotional learning (SEL) allows us to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Emotions drive our learning, decision-making, creativity, and relationships with others and district activities are designed with this in mind.

CURRICULUM ALIGNMENT

A rigorous curriculum, which is purposefully developed, articulated, and aligned, provides all students the opportunity to acquire the skills and knowledge necessary to be successful. Our curriculum provides order to the content and skills being taught, the level of rigor expected, and encourages interdisciplinary connections. We are committed to a powerful, aligned, and well-articulated curriculum for all subject areas, grades, and buildings, to ensure that all students benefit from the highest quality learning experiences available.

TECHNOLOGY AS A TOOL TO PERSONALIZE LEARNING

When flexibility, choice, and collaboration are the educational norm, kids see themselves as learners and leaders. Faculty and students will work in an innovative, agile atmosphere of learning, that leverages advanced instructional technologies to support active and personalized learning environments where students utalize technology to access "just-right" learning experiences.

At the start of the 2019-2020 school year, progress was being made in of all these areas. With the onset of the pandemic in the spring of 2020, significant resources were diverted to manage the implications of this crisis and to ensure the safe and healthy opening of the District's schools. Much of the foundational work of the last three years in the areas of strategic priority – especially the focus on technology as a tool to personalize learning - helped to position the District effectively to deal with these unprecedented events. While generally successful, the District found itself faced with a series of challenges that highlighted the pernicious problem of inequity and how it impacts the culture and health of the District. Sensing the critical nature of the issue, Dr. Ackerman and the Chappaqua Board of Education worked quickly and decisively to meet this issue head-on. In June of 2020, the Board of Education passed the following resolution regarding equity and racism in the Chappaqua Community.

CHAPPAQUA CENTRAL SCHOOL DISTRICT BOARD OF EDUCATION RESOLUTION ON ANTIRACISM, DIVERSITY AND SOCIAL JUSTICE CURRICULUM AND INSTRUCTION

WHEREAS, the Board of Education of the Chappaqua Central School District (the "Board") is united with our administration, staff and community in repudiating racism and discrimination in any form;

WHEREAS, the Board is resolute in its commitment to foster an actively antiracist culture and climate in our school district and broader community;

WHEREAS, the Board believes that our students must be educated to recognize, reject and stand up to all racism and hate;

WHEREAS, the Board is committed to address and support antiracist, diversity and social justice education in our schools; and

WHEREAS, the Board recognizes the central role of educators and public education in molding future generations of citizens who will be informed, ethical, moral, engaged and active participants in society;

NOW, THEREFORE, BE IT RESOLVED, that the Board directs the Chappaqua Central School District administration and staff to:

*Engage in a comprehensive review and revision of the K-12 curriculum to ensure broad- based instruction on systemic racism in its historical context, its influence on current events, and its impacts on the lives of Black, Indigenous and People of Color,

1. Ensure that the curriculum addresses racism and the dynamics of intersectionality and its disparate impacts along race, class, gender identity, and other identity markers,
2. Ensure that classroom practices, activities and assignments are free of racial and cultural bias, whether overt, implicit or unconscious,
3. Provide continuous training for all staff on recognizing, identifying and addressing overt, implicit and unconscious racism in our school curriculum, in their own thinking, in classroom practices, and student and staff behavior,
4. Provide all staff with the tools and necessary knowledge to actively implement strategies to report and eliminate overt, implicit and unconscious racism and racist behavior and attitudes in our schools, and
5. Work with all segments of the school district community to establish and maintain a school culture and climate that is actively antiracist and upholds dignity and respect for all individuals; and

BE IT FURTHER RESOLVED, that the Board calls on the school administration to present to the Board specific action steps, together with a system of accountability, toward achievement of the above-stated goals.

CHAPPAQUA CENTRAL SCHOOL DISTRICT BOARD OF EDUCATION RESOLUTION ON COMMUNITY ADVISORY COMMITTEE ON ANTIRACISM, DIVERSITY AND SOCIAL JUSTICE

WHEREAS, the Board of Education is committed to fostering an actively antiracist culture and climate in our schools and school district community;

WHEREAS, in furtherance of these goals, the Board is committed to a broad and comprehensive review of school district curriculum and instruction, classroom practices and activities;

WHEREAS, the Board recognizes the imperative need to address overt, implicit and unconscious acts and attitudes that create a racist and hostile environment for our students, staff and community; and

WHEREAS, the Board values community and student voice and input in our processes;

NOW, THEREFORE, BE IT RESOLVED that the Board hereby establishes a Board of Education Community Advisory Committee on Antiracism, Diversity and Social Justice ("the Committee"), to be co-chaired by Board members [_____ and _____], for the purpose of presenting recommendations to the Board on goals, implementation, accountability measures, and methods of feedback, related to promoting an antiracist culture and climate in our school district community; and

BE IT FURTHER RESOLVED THAT, members of the Committee shall consist of individuals who represent a broad cross-section of the school district community and who shall be announced at the soonest practicable opportunity.

Additionally, Dr. Ackerman reconvened the Strategic Coherence Planning Team and after an in-depth discussion the group unanimously approve adding a sixth strategic priority to the District plan.

EQUITABLE, AFFIRMING & CULTURALLY RESPONSIVE LEARNING

Students will be educated to recognize, reject and stand up to all racism and hate as they learn to support antiracism, diversity, and social justice. We will nurture students as citizens who will be informed, ethical, moral, engaged and active participants in an equitable society