



Blind Brook-Rye Union Free School District

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Strategic Plan of Action

2022-2027

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Introduction to the Planning Process:

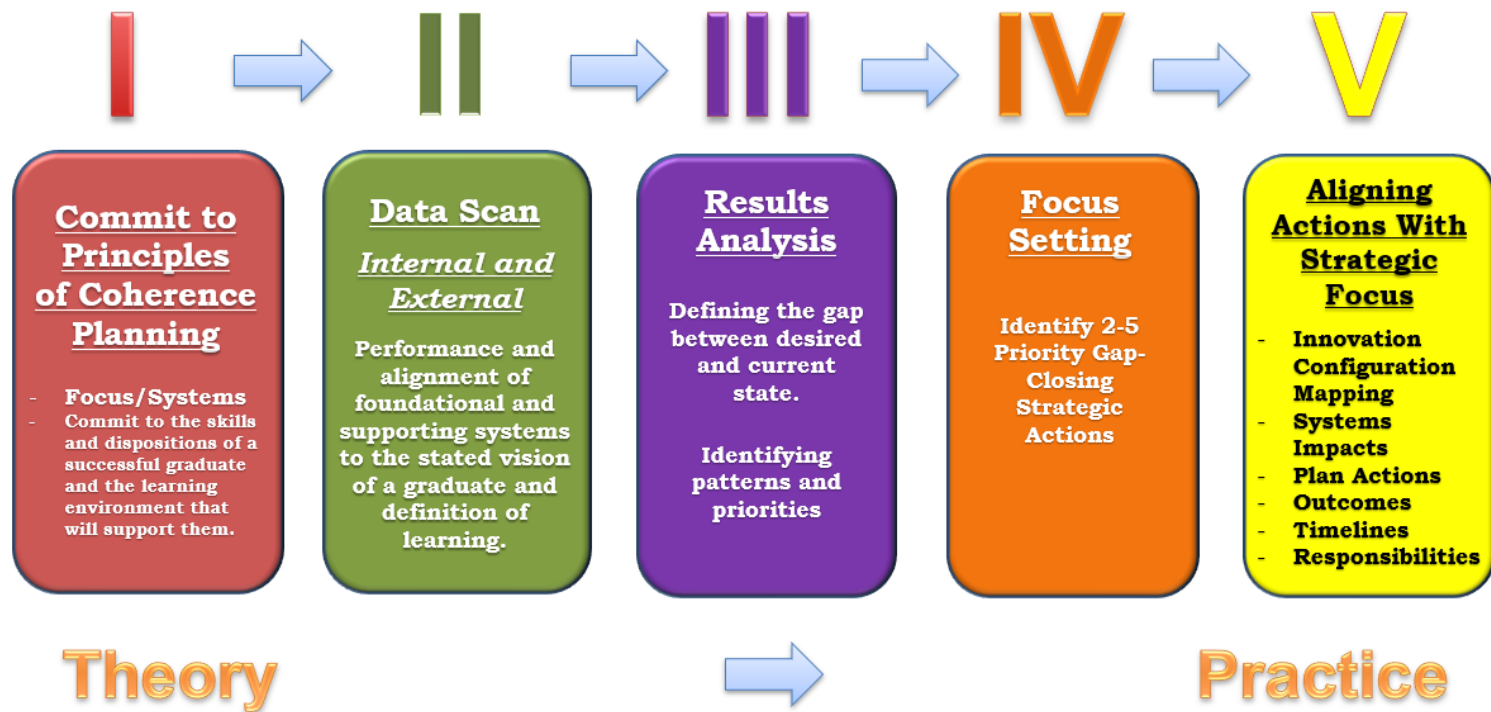
The Village of Rye Brook was established in 1982 within the Town of Rye in Westchester County, New York. The Village is located near the Long Island Sound, 25 miles northeast of New York City. It is bordered by Greenwich, CT, and several other Westchester, NY communities including Port Chester, Rye, and Purchase/Harrison. With a population of approximately 9,600 Blind Brook is a small suburban community with a long history of supporting its public schools and the district has consistently demonstrated that it performs at very high levels and successfully prepares students from a variety of backgrounds and interests for their lives beyond school.

However, with the advent of the digital age and the interconnected nature of the global economy, the definition of what it means to be appropriately prepared has been transformed. Content knowledge and test scores are no longer the only, or even the most predictable, variables that portend student success. While these elements are certainly still necessary, the Blind Brook district leadership and Board of Education recognizes they are no longer sufficient. It is now known from research and experience that 21st century learners will also need to develop a sophisticated set of skills and foundational personal dispositions to ensure they can navigate the uncertain challenges we know they will encounter.

The district first explored a strategic planning process in 2018 but decided to put it off because of an impending bond issue for a major construction project. Once that was secured, the previous Superintendent worked with the Blind Brook Union Free School District Board of Education to commit itself to a process of strategic planning that could serve as a foundation for long-term district success. To accomplish this, they sought out a data-based, strategic coherence review of the school system's capacity to help understand what changes needed to be made so that all the school's systems could be aligned and focused on ensuring student success and preparedness for life, learning and work beyond school. In the spring of 2021, the Board endorsed a novel approach called Strategic Coherence Planning. Unlike traditional strategic planning processes that encourage a diffusion of improvement energy and resources, Strategic Coherence Planning uses data-based, backwards design to focus the process on those highest leverage improvement strategies that have demonstrated over time to have the largest influence on student learning and impactful preparation for life, learning and work success in a digital age. The concept of Strategic Coherence planning was created and pioneered by the selected consultant, Jonathan Costa, from EdAdvance in Litchfield, Connecticut.

Just as the process was about to get started, there was a change in district leadership. The district’s new Interim-Superintendent, Dr. Colin Byrne, who was previously the Assistant Superintendent for Curriculum and Instruction, was an enthusiastic supporter of the planning design from the beginning and was determined to drive it through to completion despite this unexpected event.

Strategic Coherence Planning Process



With some calendar adjustments made due to the ongoing nature of the pandemic, the specific outcomes for the Blind Brook-Rye Union Free School District process were identified and agreed upon in their final form:

- Increased clarity regarding the volatility of change and how digital processes and unpredictable events can/are reshaping life, learning and work and the economic future of all Blind Brook students.
- A heightened commitment to a district Mission statement and an identified set of key student skills and dispositions (Vision of the Graduate) that will lead to success for all in life, learning and work beyond school as well as those priority learning standards that should form the core of a post-pandemic curriculum structure (*Foundational Learning Systems – Goals for Learning*).
- Identification of key instructional and adult learning strategies that will have the greatest impact on ensuring equitable achievement of the Vision of the Graduate for all students, including the practices that most supported student engagement in rigorous work in challenging circumstances. (*Foundational Learning Systems – Instruction for Deep Learning*).
- Identification of key student learning assessment measures and adult accountability strategies that will have the greatest impact on achievement of the Vision of the Graduate (*Foundational Learning Systems – Assessment and Measurement*).
- Build district systems commitment and capacity (Leadership, Resources, Community Engagement, and Policy) to align and focus improvement efforts on the Vision of the Graduate that lead to the highest levels of long-term student success over time (*Supporting Organizational Systems*).
- Build alignment of *Foundational Learning Systems* across all three levels of the organizational practice (student, adult, building/organization).



Once the process decisions were made and the plan for an extended series of both virtual and in-person meetings finalized, a representative group of constituents and stakeholders were identified as participants on the Strategic Coherence Planning Team. The district and the Blind Brook Board of Education would like to thank each of the following for committing to the over 75 hours of time required of team participants to complete the planning process on behalf of the district and its students:

Dr. Colin Byrne, Interim Superintendent of Schools

Name	Role	Name	Role
Tracy Taylor	<i>Elementary Principal</i>	Raghav Joshi	<i>High School Student</i>
Monique Pedersen	<i>Elementary Teacher</i>	Harry Burg	<i>PPS Administrator</i>
Ann Sedrish	<i>Elementary Parent</i>	Charles Von Hollen	<i>Director of Technology</i>
Nancy Knabl	<i>Middle School Teacher</i>	Lisa Lavine	<i>SRP Representative</i>
Julie Cuesta	<i>Middle School Parent</i>	Jennifer Schlactus	<i>Board of Education</i>
Steven Grazio	<i>Middle School Student</i>	Jennifer Castelli	<i>Middle School Teacher</i>
Jennifer Chirles	<i>High School Principal</i>	Seth Horowitz	<i>Middle School Principal</i>
James Quigley	<i>High School Teacher</i>	Joan Pinkerton	<i>Curriculum Specialist</i>
Danielle Carey	<i>High School Parent</i>	Jeff Mensch	<i>Board of Education</i>

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Phase One: Committing to the Principles of Coherence:

The planning team convened for the first time in a socially distanced setting on September 14th, 2021. The purpose of this in-person session was to introduce the planning team to each other and provide an orientation to the planning process itself. To frame all that was to follow, Jonathan spent time introducing the Strategic Coherence Planning Team (SCPT) to two critical planning concepts that are the foundation of Strategic Coherence Planning. First is the notion of high leverage goals, which translates into a need to focus on those goals, measures and practices most likely to bring about the desired planning changes. Second is the work of systems, or how the work being done serves as the primary driver of the overall work quality. These two organizing principles were present throughout the process and dictated how the group decides on the priorities it will pursue.

Pareto - 20/80 – focus – just a few causes drive most of your results...

Systems - 85/15 – most of what drives the quality of those few causes is HOW they are done.

With this perspective explained, the SCPT turned its attention to the first critical outcome of the process, committing the district to Vision of the Blind Brook Graduate – a focused set of skills and dispositions the Blind Brook community believes are the most critical components of student success. To ensure that the SCPT was working with the best information to make this critical decision, Jonathan shared a series of resources and content sources designed to have planning participants focused on how changes in the world of work and learning have been impacted by the digital age and think about what future changes might also influence student readiness. The purpose of this engagement was to gain insight into what skills and dispositions

a student would need to succeed over the next decade, using the incoming Kindergarten class as a frame of reference – what skills and dispositions will be needed by the class of 2034? Participants were also encouraged to do their own background searches for information and perspectives that could help inform the process and share them with their peers.

Because this task is so fundamental to the rest of the process, the SCPT took an additional step of reaching out to the broader educational community to ask them their opinion on this topic as well. Using a crowdsourcing platform called ThoughtExchange which allows participants to share answers and rate the answers of others, the SCPT asked stakeholders across the community to answer the question: What skills and dispositions do Blind Brook students most need to acquire to be prepared for life, learning and work beyond school? Over 277 parents and staff responded providing 376 suggestions and 4,894 pieces of ratings feedback. The graphic on the right is a “Wordcloud” that shows the most frequently mentioned key words from all of the responses received from the community.



The SCPT took several weeks to review the background knowledge resources, to do their own explorations, and to discuss the community suggestions found in the ThoughtExchange, and then through a series of virtual meetings began to form their consensus thinking around what would serve as Blind Brook’s Vision of the Graduate. To accomplish this, each participant was asked to create their own list of prospective required skills and contribute them in a shared online document. Once all of the possible suggestions for skills and dispositions were finalized (the process was duplicated for skills and dispositions separately) those master lists were processed by the group. This involved clarifications (to ensure everyone had the same understanding of the meaning of the individual items), combinations (putting items together that imply the same meaning) and then the group selected

with a Nominal Group Technique voting process to determine the most critical of all the suggested items. The final tally sheets for critical skills and dispositions are represented below:

Skills / Participants																				Total		
Communication	5	6	6	5	6	6	6		4	4	5	2	2	3	4	6	5		4	6	85	
Critical thinking	3	2	4	6	3	4	4		6	5	6	4	3	1	2	1	6	4	5	4	73	
Leadership						2						1						1		1	5	
Problem Solving	4	3		2	2			5		5	6	3	1	4		3	2	2	3	2	5	52
Collaboration	2	1		3	3	1		3		1									3	2	19	
Openmindedness																						0
Social, Emotional Learning	6	5		5	4	4	5	2		3	1	4		5	5	6	4	4	6	6	75	
Org/Executive Functioning	1			1		5	3			2	3	2	3	6	6	5	5	3	5	1	3	54
Intellectual Curiosity						1							6	1	4							12
Information Literacy		4		1	2		1			2	5			2	1	3	1	2				24

Dispositions / Participants																	Total				
Integrity/respect	2	2		1	1					5	3	5	2		1			1	4	27	
Intellectual curiosity	3	1	2				4		5		1			5	3		1	3		28	
Open mindedness																				0	
Emotional intelligence	5	5		5	5	5	5		3	3	5	3	5	2	5	3	5	3	4	5	76
Creativity				2		2	3		1	1			3			1			5	1	19
Motivation			3															1			4
Growth mindset	4	4		5	4	3	4		2	4	2	2	4	4	4	5	4	4			59
Responsibility	1				2	3	2					1		1		2	3		2	2	19
Leadership			1										1					2		3	7
Self Efficacy		3	4	3	4	1	1		4	2	4	4		3	2	4	2	5			46

After selecting the potential indicators of success for the skills and examples of the dispositions applied in school life, the group then worked carefully and deliberately to create specific wording and descriptions that captured all of the insights of the collective group. With the skills and dispositions themselves finalized, the group began to discuss the evidence of skills that would demonstrate students mastery. For each skill, a dispositive set of indicators of success was drafted. These items will help guide the eventual creation of rubrics and evidence frameworks that will direct learning throughout K-12. For dispositions, a series of examples were brainstormed. These are meant to convey a sample of what these dispositions look like when they are lived by students in the district. These lists are not meant to be exhaustive and there are many other ways that each disposition can also be displayed in school life.



Skills - Sample Indicators -

Written and Spoken Communicator

- Clarity of purpose
- Organization of message
- Audience awareness
- Language conventions
- Impact and effectiveness

Critical and Creative Thinker

- Can evaluate information for bias and point of view
- Differentiates reliability and evidence
- Can think adaptively and creatively
- Can identify patterns and relationships
- Uses evidence to support conclusions

Problem Solver

- Defines the issue or problem
- Thinks of divergent solutions
- Applies criteria
- Implements/models proposed resolutions
- Reflects on lessons learned

Socially and Emotionally Aware

- Recognizes emotions in self and others
- Understands and relates to others in a variety of contexts
- Acts on emotional cues
- Implements strategies for self-regulation

Organized and Productive

- Can prioritize work/tasks based on criteria
- Meets deadlines
- Understands limits and capacity
- Is knowledgeable about work habit strengths and weaknesses

Dispositions -

Integrity and Respect

Intellectually Curious

Growth Mindset

Emotionally Intelligent

Independent and Efficacious

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With the skills and dispositions of the Vision of the Graduate identified, the group then turned its focus on the characteristics of a learning environment most likely to support the acquisition of these items. Using an Affinity Diagram process, the group reflected on its own experience as learners and the conditions required to master hard to acquire competencies overtime. The result was the following “Definition of Deep Learning.”

We believe the following conditions are essential to supporting a learning environment that will lead to the development and acquisition of Blind Brook’s Vision of the Graduate:

- **Having the right tools equipment and resources**
- **Enjoyment of the process of the learning**
- **Having the right support system, role models and mentors**
- **Environment for growth – encouragement – mindset for growth**
- **Meaningful student engagement with student voice**
- **Opportunity for repeated practice**
- **Perseverance through failure**
- **Intrinsic motivation**

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Phase Two: Data Scan

With the Blind Brook Vision of the Graduate and Definition of Deep Learning set, Phase II of the planning process began. Phase Two is the data scan where each of the desired system’s 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 the district ultimately wants to create were defined. To accomplish this, the Strategic Coherence Planning Team organized themselves into working groups around the six areas of focus. The names of the Strategic Coherence Planning Team members as well as the other district or community volunteers who assisted them in their work in each of the six areas are listed below:

Group One Leadership Focus	Group Two Goals for Learning	Group Three Teaching for Learning	Group Four Measures of Learning	Group Five Supporting Systems	Group Six External Factors
Colin Byrne	Julie Cuesta	James Quigley	Nancy Knabl	Stephen Grazio	Raghav Joshi
Jen Chirles	Danielle Carey	Monique Pedersen	Seth Horowitz	Harry Burg	Jen Schlactus
Charles Von Hollen	Lisa Levine	Joan Pinkerton	Tracy Taylor	Colin Byrne	
				Jeff Mensch	

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 the lens of the goals, measures, and practices required to meet the skill/disposition acquisition needs of students and the support of the Definition of Deep Learning in learning environments across the district. Provided with guiding research questions, these groups worked with additional volunteers and other district staff over a twelve-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 five 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 illustrated 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.

As Group Six deals with only external data, they had no ratings to ascribe, rather they reported their findings as prioritized Trends and Implications for the district in the following areas: Economics/Demographics, Mandates/Legislation (state/federal), Historical Achievement Data Trends, Impact of the Pandemic and the Changing Nature of Learning and Work in a Digital Age, Local Context – impact of the culture, environment, history of the Blind Brook schools, perceptions of the district and challenges/opportunities while moving the district forward, and any other data they thought would be relevant and helpful to the Strategic Coherence Planning Team.

Each Data Collection Group met several times over the data sampling period to complete their tasks. After an initial launch meeting where the scope of the work to be completed was shared, each team broke down their research tasks and assigned volunteers from the group to gather specific data, information, and other items for everyone to consider as they contemplated the ratings for each indicator. In addition to hard documentary evidence

(documents, work products, statistical data) some used interviews and surveys to inform their ratings as well. With all the data collected, the groups met to finalize their ratings and outline for their peers the main factors that supported their judgments. Finally, each group organized themselves to prepare to present their work to their peers at the reporting and analysis retreat (Phase III). For reporting purposes in this version of the Strategic Coherence Plan, a grid of the summary ratings for each group is provided and then immediately followed by the details of each indicator and a summary of the gap evidence that the Data Collection Group used to justify its rating.

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Phase Three - Data Scan Results Analysis:

Area One: Leadership Focus: *The most important leadership principles required to support student success through effective strategic coherence planning are focus and systems coherence. This team will be examining the degree to which the district’s leadership (Board of Education, Superintendent, and administration) have the capacity to understand how these concepts work together and have demonstrated the commitment/discipline to make sure they continue to do so over time.*

Coherence Outcome One Findings Summary:

Indicator	0	1	2	3	4
1. A systemic commitment to Vision of the Graduate and deep student learning.					
2. A systemic commitment to equity of outcome for all students.					
3. A systemic commitment to building the capacity and competencies required to pursue the Vision of the Graduate and deep student learning.					

Key Gaps:

- Need an updated vision/mission that is communicated by the district and understood by all constituencies.
- Lack of structures tying together District Goals with District events and processes.
- We have made strides toward systematic processes. We will need more time to have evidence of our progress. We are in the early stages of implementation and so are unsure of the outcomes currently.
- Lack of evaluation regarding structures in place, for example monitoring effectiveness of professional development opportunities outcome on student learning.
- There are many efforts (currently underway) that support student achievement. This is shown in financial commitment by the district, support from administration in delivering Professional Development (PD) as well as ongoing committees who collaborate to design and align PD to district goals.

Area Two - Goal Setting - The district has identified, defined and committed to supporting a descriptive vision of the successful graduate (with its associated skills and dispositions) and has aligned and focused the district’s goal setting systems on those student learning outcomes.

The purpose of this outcome is to judge the degree to which the district has an aligned systemic process for setting and pursuing the acquisition of student skills and dispositions 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 Pre-K to 12. This aligned goal setting infrastructure is critical to eventual efforts to improve student outcomes for learning. To ascertain the district’s readiness to do this and the identify the current state of affairs, this group will be asked to judge four areas: 1. Context and Philosophy of current goal setting 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 (across the K-12 continuum), 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).

Indicator	0	1	2	3	4
1. A - Goal Setting Context and Philosophy – Culture of Learning					
1. B - Goal Setting Context and Philosophy – Focused Goals					
2. A - Goal Setting Processes – Student Skills and Dispositions					
2. B - Goal Setting Processes – Adult capacities and competencies					
2. C - Goal Setting Processes – Schools and District					
3. Goal Setting Support and Engagement					
4. A - Materials and Resources – Level Consistency and Alignment (Elementary, Middle, High)					
4. B - Materials and Resources – Electronic Accessibility					

Key Gaps in Area Two:

- Curriculum documents are very much in their infancy. While there is a template there are very few courses within the K-12 system for which these exist.
- There are some systems in place and an overall sentiment that student learning is a focus but no systemic process in place.
- District has not currently proactively adopted its “Vision of the Graduate” therefore there has been limited ability to see any evidence.
- While the BOE has district level goals there is limited focus on student learning goals, which is somewhat understandable given the other areas of responsibility that they have.
- There is some evidence that at a building level there are goals and practices in place to support student learning, but it is far from systemic.
- In the past (10+years ago) there appeared to be more goal setting systems in place but they are no longer implemented.
- Without district wide adoption of a process, it is acknowledged that implementation would be difficult across all buildings and levels.
- APPR agreement focuses more on evaluation than what goals should be or how to achieve them.
- Appears to be minimal discussion at a district or building level about the goals or connection to the district’s mission statement.
- Need to find ways other than BOE meetings to present and discuss our district’s student learning goals.
- While there is evidence of student level discussions as children transition between buildings there is no evidence of these discussions taking place at a macro or higher level.
- While there are some materials placed on the school website these do not include items such as curriculum documents. Appears to be a very ad hoc approach to sharing some of this information down to a teacher to parent level.

Area Three: Teaching for Deep Learning - The district has defined what deep student learning looks like and has committed to supporting teaching and professional development strategies that systemically ensure that all students are engaged in instructional experiences that support the district’s student goals for learning.

The purpose of this outcome is to focus resources and attention on improving the quality of rigorous student engagement and the high leverage professional practices that create the conditions conducive to deep learning. Often stated as a “definition of learning,” 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 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 rate this category, the four following areas will be examined; 1. The existence of a unified vision of the characteristics of deep learning and the instructional practices that lead to effective, higher order student engagement, 2. The use of digital learning resources to support rigorous instruction, 3. the alignment of professional learning practices with these articulated priorities, and 4. Evidence of specific equity strategies designed to ensure that all students are achieving at high levels.

Coherence Outcome Three Findings Summary:

Indicator	0	1	2	3	4
1. A - Student Engagement in Deep Learning – Common Staff Understanding					
1. B - Student Engagement in Deep Learning – Evaluation Support					
1. C - Student Engagement in Deep Learning – Assessment Data and Evidence					
1. D - Student Engagement in Deep Learning – Parent Understanding					
2. A - Digital Deep Learning Practices – Policy Support					
2. B - Digital Deep Learning Practices – Faculty Proficiency					
3. A – Deep Professional Learning Practices – Authentic and Differentiated					
3. B – Deep Professional Learning Practices – Aligned Throughout					

4. Specific equity strategies designed to ensure that all students are achieving at high levels.					
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Key Gaps:

- There is not a common definition of ‘deep learning’
- Curriculum maps lack rigor & are not being utilized
- A system doesn’t exist where evaluation data drives PD
- Not everyone is trained in inquiry-based classrooms (for ex: Project/Problem Based Learning (PBL))
- Would students agree with the survey findings?
- Availability & opportunity to seek out PD aligned with their goals due to COVID
- COVID has hampered the implementation & alignment of the district’s student learning goals, Ex: PBL at BMP/RSS, District goals

Area Four: Measures for Learning - The district uses and reports on appropriate and balanced measures of student and adult success that are aligned with its vision of student success.

The purpose of this area is to determine the degree 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, this group 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. How both professional measures and measures at the building and district level also support feedback for improved student and professional performance.

Coherence Outcome Four Findings Summary:

Indicator	0	1	2	3	4
1. A - Assessment Philosophy – Unified Philosophy					
1. B - Assessment Philosophy – Formative/Summative Clarity					
2. A - assessment Capacity – Evidence Capture					
2. B - Assessment Capacity – Evidence Informed Decision Making					
2. C - Assessment Capacity – Rubrics and Tasks					
3. Performance Data					
4. Professional Measures of Learning					
5. School/District Measures of Learning					

Key Gaps:

- As evidence suggests above, the lack of consistency and policy contributes to the low score.
- There is no district-wide policy which lays out purpose and focus of assessment practices.
- Need district presentations regarding growth PROGRESS tied to the VISION of the Graduate.
- Need a formal and unified vision of the graduate K-12.
- There needs to be a committed focus on ‘Growth Mindset’ across K-12.
- There needs to be a consistent focus on assessment practices across the district.
- There needs to be consistency in how teachers assess and weigh their assessments.
- There is little evidence that there is a uniform understanding of the differences between formative and summative assessment.
- There are no stated district wide policies or expectations regarding types of assessments used, frequency of assessments, etc..
- There is a lack of consistency regarding how student grades are determined across either the district, grade levels or individual disciplines.
- Assessments are administered throughout the school year. Schools administer specific standardized tests on a regular basis (i.e.: NYS Assessments, STAR Reading and Math, Fountas and Pinnell Reading Assessments), or ones specific to a program (i.e.: envision Math) but do not have a central database of teachers’ individualized assessments that are administered throughout the year.
- Each school currently has its own way of communicating student progress and achievement.
- Parents only have access to progress reports and report cards (no real-time data is available).
- Lack of consistency regarding the use of comments at the Middle School/High School.

- Student performance data on STAR & Achieve 3000 are not currently shared with parents at the Middle School; STAR not consistently shared with parents at BMRSS.
- Elementary school has parent conferences and report cards, but grade levels share different information.
- Minimal opportunities at the MS/HS for teachers to meet with parents.
- Parent Portal is limited in its current ability to provide information that parents would need to gain a full picture of their child's progress to date.
- Parent Portal does not contain student performance reports on state assessments.
- No formalized method of engaging teachers and administrators in the goal-setting process.
- There are no templates for the creation of yearly goals.
- No formalized method of collecting and utilizing data-based decision making or goal setting.
- Lack of any type of uniform district-wide, building-wide, or grade level-wide rubrics.
- Lack of an articulated vision of the BB graduate.
- Lack of articulation regarding skill outcomes by the end of grades.
- Need to create formalized end-of-year skill goals for each grade level.
- At the MS/HS, families have access only to the current progress report or report card.
- Lack of articulated district priorities.
- Lack of connection between articulated district priorities and assessment data.
- Lack of evidence of data being disaggregated by demographic groups and compared for equitable outcomes.

- Adult actions should be systematically focused on student performance (ex - the District identifies, based on student performance data, priorities. Teachers then focus on and are assessed on these targeted practices).
- Need a fully articulated vision of the graduate in order to determine progress.

Area Five: Supporting Systems – The district aligns its supporting organizational systems to ensure the acquisition of its student learning goals.

This group’s focus is on how the leadership and district support systems are structured to work together 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. Policy and regulations, 2. Community engagement, and 3. Resource deployment.

Coherence Outcome Five Findings Summary:

Indicator	0	1	2	3	4
1. Policy and Regulation					
2. Community Engagement					
3. Resource Deployment					

Key Gaps:

- Policies need to integrate the district’s vision of the graduate.
- Need to include language to reinforce the educational goals of the district.
- Some people feel that they are not being heard and are not part of the decision-making process. Goal is to be more inclusive and have more effective communication around the processes.

Area Six - External Factors – are there external forces that could impact district planning?

- A. Economics/Demographics
- A. Mandates/Legislation (state/federal)
- B. Historical Achievement Data Trends – Growth Trajectories and Equity of Obtainment
- C. Impact of the Pandemic and the Changing Nature of Learning and Work in a Digital Age
- D. Local Context – impact of the culture, environment, and history of the local community as it impacts planning
- E. Other?

*The purpose of this group’s work is to identify any external contingencies that the planning group should be aware as it determines the best ways to close the identified coherence gaps. All results in these areas should be reported as **PRIORITIZED** (those with the largest potential impact) Trends (what does the data suggest is happening or changing) and Implications (what does the existence of this trend imply for the running of the school district and your ability to address the challenges of this plan).*

A. Economics/Demographics

ENROLLMENT HISTORY

Based on projections as of today, the 2021-2022 in-district K-12 overall enrollment is expected to decrease by 27 students from 1,333 to an estimated 1,306, or 2.0%. At BMRSS the K-5 enrollment is expected to decrease by 14 students to 578. At the MS we are expecting 313 students, an increase of 3. At the HS we are expecting 415 students, a decrease of 16.



Our last demographic study was three years ago

Grade	Actual 2016-2017	Actual 2017-2018	Actual 2018-2019	Actual 2019-2020	Actual 2020-2021	Projected 2021-2022
K	107	80	100	89	98	95
1	113	107	81	102	93	98
2	113	113	109	81	108	93
3	101	113	115	111	77	108
4	112	101	116	109	107	77
5	107	112	101	114	109	107
Ridge Street	653	626	622	606	592	578
6	123	103	114	99	109	109
7	96	122	101	108	95	109
8	123	95	126	97	106	95
Middle School	342	320	341	304	310	313
9	130	121	100	120	95	106
10	123	128	125	98	120	95
11	122	121	126	124	94	120
12	128	125	123	124	122	94
High School	503	495	474	466	431	415
Ungraded				7		
Total	1498	1441	1437	1383	1333	1306

1239 updated #

Residential Sales In Blind Brook 2020-2022

256 home sales

90% to young families

50% of sellers were empty nesters

Young families with diverse backgrounds moving into our Arbors, BelleFair and Kingfield communities

For every home that goes on the market now, there are multiple buyers waiting, predominantly young families

It's time for another Demographic Study!

B. Mandates/Legislation

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

Trends	Implications
<ul style="list-style-type: none">• Big push for diversity in education• Revisions to Regents History and ELA made during the early pandemic months• NJ & IL are the first states to require teaching AAPI History at a detailed level• NY could be the third - Senate bill from John Liu• Working with various groups to take it out of committee and passed• Support is building	<ul style="list-style-type: none">• Can Blind Brook take the lead in New York and implement some of these adaptations before they're required?

College Acceptances

Trends



Colleges are becoming test optional



Competitive colleges receiving many more applications



Middle tier colleges getting fewer applications

Implications

- More students applying to more colleges
- Fewer students being accepted to very top tier colleges
 - Only 1 or 2 to each top tier school
- Middle tier students doing very well getting into that middle tier college

Impact of the Pandemic and the Changing Nature of Learning in a Digital Age

Trends

- Less classroom time – concerns kids are behind
- Hybrid and remote learning
- Increased student anxiety and emotional immaturity
 - Difficulty with level of work in HS, causing anxiety
 - Depression, bullying, acting out

Implications

- Summer enrichment/remediation
 - Programs and staffing
- Technology use and improvements
 - Connectivity – Zoom, Meet, Facetime, Webex
 - Online Creativity/Collaboration – Jamboard, Wixie, Padlet
 - Infrastructure, processing power of servers
 - Benefit – potential for new learning opportunities
- More social emotional supports
 - therapists, counselors, social workers

E. Local Context

Trends	Implications
<ul style="list-style-type: none"> ● Flagging communication as an issue ● Incidents occur, students and community find out almost immediately, district doesn't address until later ● COVID protocol confusion ● Grading ● Would like more consistent grading policies between courses and assessments ● Access to current grade on Google Classroom at all times 	<ul style="list-style-type: none"> ● Need a consistent policy for assessments and grades <ul style="list-style-type: none"> ○ On-demand ability to view current and past grades ○ Need to streamline the wide variety of grading styles, frequency of tests, and test return times ● Need a consistent process for addressing concerns of students and community members <ul style="list-style-type: none"> ○ Need to strike a balance between academic achievement and emphasizing mental health ○ Re-evaluate the culture of academic competition ○ More consistent grading policies + access to grades on demand ○ More communication with student groups ● Need to reinforce DEI values <ul style="list-style-type: none"> ○ Cultural Awareness Council - ADL No Place For Hate designation ○ Community outreach, student charters, etc. ○ Increased engagement with minority students, faculty, and community members outside of CAC ○ Anti-bias training ○ Increased diversity among faculty

To Consider:

- A. A constantly growing community → A new demographic study is needed
- B. Can Blind Brook take the lead in developing a more diverse curriculum across the State?
- C. The nature of college applications are changing → Should we approach the advising process differently?
- D. The pandemic taught us that technological literacy is essential to development, mental health support should be more readily available, and communication is critical for trust
- E. DEI is more important than ever before and student issues need to be addressed more quickly

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Phase Four: Focus Setting

As the Six Data Teams presented their information at the Phase III retreat, each Strategic Coherence Team member was simultaneously charged with analyzing and synthesizing the information that was presented to them. All were encouraged to listen, reflect and ask questions as their peers presented and discussed their findings. To record their thinking, each member produced note cards with single observations on them in one of three categories of response:

- **Kudos** – these were areas that the participants felt the district had positive impacts – indicators were Blind Brook had systems that supported good practice and could inform future strategies as the district sought to improve in other areas.
- **Questions** – did the information presented raise further questions of practice or paint an incomplete picture where more data might be needed before conclusions about how to move forward could be drawn.
- **Concerns** – these were the areas where participants saw the most problematic gaps between the objective of aligned systems on student success and current district practice.

This process of having all the individuals on the full Strategic Coherence Planning Team screen and reflect on what was presented is how the process design confirms collectively what the teams found individually and identifies further patterns of insight into what the most critical challenges facing the district are given the Mission and the identified skills and dispositions of student success. Those items that rise to the top in both the group and individual analysis inform decision-making about the strategic priorities are for planning future work.

To isolate those items, after the group presentations, all the individual's responses in the three categories mentioned earlier (Kudos, Questions, and Concerns) were placed in separate sorting spaces. The Strategic Coherence Planning Team was then randomly assigned to one of the three areas and then a facilitated, round robin Affinity Diagram sorting process was completed. This process involved viewing all of the contributions in each area and then determining the relationships and patterns between them. Cards representing the individual contributions of each team member are grouped into areas of commonality and then these groupings are labeled. Each of the sorting teams had an opportunity to assist and review the work of the other teams so that everyone had an opportunity to review all the reflections in each of the three groups. For the areas of Kudos and Questions, the themes

identified are for context and to inform the work but do not carry the weight of determining what direction the district must go so they simply appear in list form. The order of the items does not imply a priority or importance, they are just listed in the order they were identified.

Kudos – Areas in Which the Data Demonstrated Systemic Strengths

- We have substantive technology expertise, capacity, and support
- We have a strong commitment to professional learning
- We have systemic support for deep learning.
- We have consistent reporting of student progress
- We have honesty and reflection
- We have budgets based on educational needs
- We have a commitment to addressing DEI
- We have support structures for ALL students
- We have increasing parent involvement
- We have examples of student engagement

Questions – Areas in which more information is needed or desired

- How do we improve teacher evaluations?
- What data drives budget decisions?
- Is there such a thing as a systemic approach to accountability?
- How are district and board of ed goals developed (and aligned)?
- Are we promoting social and emotional wellbeing in our school culture?
- Are the assessment tools driving instruction?
- How is professional learning evaluated?

- How should curriculum be developed and approved?
- How do we re-align student priorities in their learning?
- How do we know the difference between engagement and compliance?

Immediately after identifying the questions listed above, the Strategic Coherence Planning Team discussed their implications as it was important to explore them prior to the final retreat activity of identifying the priorities for future work. Having completed that discussion, the team proceeded to not only identify the themes of Concerns, but to further analyze them, synthesize and evaluate the list for priority action. First, there was a round of clarifying questions to be sure everyone was in sync on the meaning and implication of each item. Then items were combined through a unanimous consent process. If two items were implying the same gap or priority, they were placed together so that, in the end, the same priority would not be competing against itself. Those items that were combined and removed from consideration. This process resulted in a grouping of the four highest rated areas of concern – all the others will be addressed either through the main strategies or through other district efforts.

Concerns/Biggest Gaps Determined from the Data Scan Analysis

1. Focus

- There is a need to further define and promote the definition of deep learning.
- There is a lack of understanding of what is meant by student engagement.
- There is a need to further define and promote the vision of the graduate.

2. Alignment

- There is a lack of alignment between the district goals and the vision of the graduate
- There is a lack of goal/assessment alignment across buildings and classrooms
- There is a lack of alignment of PD and the APPR

3. Assessment

- There is a need for a system to establish and assess aligned goals
- There is a need for a consistent assessment policy
- There is a lack of systemic student assessment data and usage

4. Curriculum

- o There is a lack of written curriculum aligned with the VOG
- o There is a lack of rigor in the curriculum maps
- o There is a need for curriculum consistency

Other identified gaps...

Community Engagement

- o There is a need for more community engagement
- o There is a need for more frequent and effective communication

Stand Alone Items

- o There is a need for an increased emphasis on DEI
- o There is a need for a more diverse staff
- o There is a need to support student social emotional wellness
- o There is a need to optimize digital tools
- o There is a need for a demographic study
- o There is a lack of focus on college alternatives

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Phase Five: Aligning Actions with Strategic Focus

Strategy One: The district will fully define and articulate its Vision of the Graduate (VOG) and Definition of Deep Learning (DODL) for all students K-12 so that it is widely understood across all the district’s constituencies.

Indicators of Success:

- Expectations for the VOG and the DODL are defined at the elementary, middle and high school levels.
- The underlying components of the VOG and DODL will be collaboratively constructed.
- There is a deep and consistent understanding of the VOG and DODL across all constituencies.

Change Progress Mapping:

I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
<ul style="list-style-type: none"> o Expectations for the VOG have yet to be defined at appropriate developmental levels. o The meaning of the VOG, student engagement, and the DODL have not been explored or defined across the district. o There is limited awareness of the VOG and DODL across all constituencies. 	<ul style="list-style-type: none"> o Expectations for the VOG are defined for exit criteria for grade 12. o The meaning of the VOG, student engagement, and the DODL are being discussed across the district. o There is some awareness of the VOG and DODL across all constituencies. 	<ul style="list-style-type: none"> o Expectations for the VOG are defined for exit criteria for grade 8. o The meaning of the VOG, student engagement, and the DODL are being constructed across the district. o There is a general awareness of the VOG and DODL across all constituencies. 	<ul style="list-style-type: none"> o Expectations for the VOG are defined at the elementary, middle and high school levels. o The meaning of the VOG, student engagement and the DODL have been collaboratively constructed. o There is a deep and consistent understanding of the VOG and DODL across all constituencies.

Impacted Systems:

- Professional Development
 - Committee
 - Plan
 - Opportunities
- Curriculum frameworks
- Course offerings and pathways
- Community/Staff/Student communications strategy
 - Board of Ed meetings
 - Website and public-facing documents
 - Explanation of course goals to students/parents
 - Parent coffees/PTA meetings/Shared decision/DEI Cmte. goals and implementation
- PLCs, Faculty Meetings, MSHS Cabinet, Grade Level, Team Meetings (development and sharing)
- Student Records/Assessments
 - SBRCs
 - Progress Reports
 - Transcripts
 - Report Cards
 - Standardized tests/regents

Actions for Moving Forward:

Step #	Action	Outcome	Who	When
1	Establish District wide committee	A committee with representative constituencies from a K-12 perspective	Administrative Team	Spring 2022
2	Identify indicators of mastery of skills listed in VOG	Create a list of indicators of skills that a BB graduate needs to master which will be shared out with the school community	Representative committee of K-12 administrators and teachers	Fall 2022
3	Identify exemplars of mastery of dispositions listed in VOG	Create a list of exemplars of dispositions that a BB graduate needs to master which will be shared out with the school community	Representative committee of K-12 administrators and teachers	Fall 2022
4	Break down elements of DODL	List of indicators for each aspect of DODL with tie ins to Danielson model	Representative committee of K-12 administrators and teachers	Fall 2022
5	Establish building level committees	Three building-level committees with representation from all constituencies	Administrative Team	Winter 2022
6	Determine how DODL will look at the High School	Building level definition of DODL with all aspects clearly spelled out and connected to the Danielson rubric (when possible)	Building level administrators and teachers	Winter/Spring 2023
7	Determine how DODL will look at the Middle School	Building level definition of DODL with all aspects clearly spelled out and connected to the Danielson rubric (when possible)	Building level administrators and teachers	Fall 2023
8	Determine how DODL will look at the B.M.P. Ridge Street School	Building level definition of DODL with all aspects clearly spelled out and connected to the Danielson rubric (when possible)	Building level administrators and teachers	Winter/Spring 2024

9	Development of skills rubrics and dispositions feedback form for the High School	Fully articulated rubric for each building showing the progress to mastery for each skill in the VOG	Building level administrators and teachers	Winter/Spring 2023
10	Development of skills rubrics and dispositions feedback form for the Middle School	Fully articulated rubric for each building showing the progress to mastery for each skill in the VOG	Building level administrators and teachers	Fall 2023
11	Development of skills rubrics and dispositions feedback form for the B.M.P Ridge Street School	Fully articulated rubric for each building showing the progress to mastery for each skill in the VOG	Building level administrators and teachers	Winter/Spring 2024
12	Communicate VOG and DODL rubrics and forms to all stakeholders	A communications plan for disseminating information on the VOG and DODL to students, employees, parents and community members	Administrative Team, representatives of constituent groups	Spring 2023

Strategy Two: The district will identify and align its critical goal setting processes to support the Vision of the Graduate and the Definition of Deep Learning.

Indicators of Success:

- Critical goal setting processes are aligned with the VOG and DODL and ensure equitable support for students of all backgrounds.
- There is consistent goal setting alignment with the VOG and DODL across the district, buildings and classrooms.
- Where appropriate, the district aligns and integrates VOG and DODL indicators with its APPR plan and all other district accountability systems

Change Progress Mapping:

I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
<ul style="list-style-type: none"> ○ Critical goal setting processes are not aligned with the VOG and DODL. ○ There is no consistent goal setting alignment across buildings and classrooms. ○ There is no connection between the VOG and DODL indicators with the district APPR plan. 	<ul style="list-style-type: none"> ○ Critical goal setting processes that are potentially impacted by the VOG and DODL have been identified. ○ There are a few examples of goal setting alignments across some buildings and classrooms. ○ Potential connections between the VOG and DODL indicators with the district APPR plan have been identified. 	<ul style="list-style-type: none"> ○ Some critical goal setting processes are aligned with the VOG and DODL. ○ There are numerous and frequent examples of goal setting alignments across most buildings and classrooms. ○ A few critical connections have been made between the VOG and DODL indicators with the district APPR plan. 	<ul style="list-style-type: none"> ○ Critical goal setting processes are aligned with the VOG and DODL. ○ There is consistent goal setting alignment with the VOG and DODL across buildings and classrooms. ○ Where appropriate, the district aligns and integrates VOG and DODL indicators with its APPR plan.

Impacted Systems:

- Districtwide Goals
 - Development of goals
 - Presentation of goals at Board Meeting
- Evaluations
 - APPR for Teachers and Principals
 - Evaluation for Administrators
 - SRP Evaluations
- Curriculum and Instruction
 - Instructional pedagogy
 - Programs and courses in schools for students
 - Curriculum Review Process
 - DEI Committee
 - SEL Curriculum
 - Professional Development Plan
 - Professional Development Committee
- Staffing
 - Examining how current staffing aligns with goals
- Assessments
 - How building goals and district goals are measured
- District Budget
 - Money allocated for programs and staffing
 - Communication to community

Actions for Moving Forward:

Step #	Action	Outcome	Who	When
1	Outline current goal-setting process	Document outlining current process for developing district and building goals	Board of Education, Administrative Team	Summer 2022
2	Align the goal-setting process with VOG and DODL	Document matching goal setting processes with VOG and DODL documents created by building level teams	Building level administrators and teachers	Fall 2023
3	Verify alignment with VOG & DODL and APPR model	Addition to previous document that highlights alignment of established goals with APPR plan	Representative committee of K-12 administrators and teachers	Fall 2023
4	Memorialize a formal process for annual goal writing	Written process that outlines how district and building goals will be created based on the VOG, DODL and established needs	Board of Education, Administrative Team	Spring 2024
5	Develop a process for goal setting for buildings and department/grade levels that support the District goals	Documents outlining the process for writing building and department/grade level goals	Building-Level Teams with representatives from all constituent groups	Spring 2024
6	Create a process for assessing the progress of goals	A written process that allows the District to determine the level of progress made annually on district, building, department and grade level goals	Representative committee of K-12 administrators and teachers	Spring 2024

Strategy Three: The district will establish a balanced and purposeful assessment philosophy and strategy that balances the need for effective summative and formative practices in support of improved student achievement of curriculum standards and the Vision of the Graduate.

Indicators of Success:

- There is a unified philosophy and purpose for the use of assessment resources in the district.
- There are aligned policies in the district for assessment practices in the district.
- The district has the capacity to assess progress toward its most important goals (priority standards and Vision of the Graduate) for learning K-12.
- Data and evidence collection and reporting are aligned with the district’s most important goals for learning K-12.
- Data and evidence demonstrate equitable access and performance for students of all backgrounds

Change Progress Mapping:

I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
<ul style="list-style-type: none"> ○ There is no unified philosophy or purpose for the use of assessment resources in the district. ○ There are no aligned policies in the district for assessment practices in the district. ○ The district has limited capacity to assess progress toward its most important goals for learning K-12. 	<ul style="list-style-type: none"> ○ There is meaningful dialogue regarding the development of a philosophy and purpose for the use of assessment resources in the district. ○ Existing/potential policies in the district that might impact assessment practices in the district have been identified. ○ The district is developing capacity to assess progress toward its most important goals for learning K-12. 	<ul style="list-style-type: none"> ○ There are elements of a philosophy and purpose for the use of assessment resources applied in some components of district practice. ○ Existing/potential policies in the district that might impact assessment practices in the district are being refined/created. ○ The district has some capacity to assess progress toward its most important goals for learning K-12. 	<ul style="list-style-type: none"> ○ There is a unified philosophy and purpose for the use of assessment resources in the district. ○ There are aligned policies in the district for assessment practices in the district. ○ The district has the capacity to assess progress toward its most important goals for learning K-12.

<ul style="list-style-type: none"> o Data and evidence collection and reporting are mostly focused on standardized test scores. o Data and evidence demonstrate gaps in performance among sub-groups on key metrics of student success. 	<ul style="list-style-type: none"> o Data and evidence capable of reflecting key elements of student performance related to the VOG are being identified. o Gaps in performance among sub-groups on key metrics of student success have been recognized. 	<ul style="list-style-type: none"> o Data and evidence capable of reflecting key elements of student performance related to the VOG are being collected in some areas. o Meaningful efforts to reduce gaps in performance among sub-groups on key metrics of student success are underway. 	<ul style="list-style-type: none"> o Data and evidence collection and reporting are aligned with the district's most important goals for learning K-12. o Data and evidence demonstrate equitable access and performance for students of all backgrounds.
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Impacted Systems:

- Policy creation and adoption
- Faculty and staff
- Curriculum writing and review process
- Professional development planning
- Grading /grade reporting
- Contracts
- Student schedules
- Student assessment
- Parent portal/access to data
- Budgeting
- Special Education - types of student assessments
- District/school goal setting

Actions for Moving Forward:

Step #	Action	Outcome	Who	When
1	Identify a district-wide team to review assessments and data	Establish a K-12 data analysis team	Administrative Team, Teachers, Parents	Fall 2023
2	Establish a unified philosophy and purpose for assessment	Written statement of the district’s philosophy and purpose for assessment to be placed on the website	District Data Analysis Team	Spring 2025
3	Review and Revise district policies to support the established philosophy of assessment.	Memo recommending changes in existing policies so that they would match the established philosophy	District Data Analysis Team	Spring 2025
4	Communicate the philosophy and purpose of assessments to parents	Flyers, presentations and other communication materials describing the philosophy and purpose of assessments in the district	District Data Analysis Team	Spring 2025
5	Identify building level teams to review assessments and data	Establish building data analysis teams	Building Data Analysis Team	Fall 2025
6	Identify the data necessary to effectively assess changes needed to optimize student learning.	Document outlining the data needed to assess the necessary changes	Building Data Analysis Team	Fall 2025
7	Identify the tools and processes needed to gather all necessary data.	Document explaining the tools and processes needed to gather the necessary data	Building Data Analysis Team	Fall 2025
8	Train teachers on the use of the data tools and data analysis procedures	Scheduled training sessions	Qualified Trainers	Winter/Spring 2026
9	Provide parents and students with access to student data	Written directions on how parents and students can access student data	Administrative Team	Winter/Spring 2026

Strategy Four: The district will create a consistently used curriculum template that integrates its most critical goals for student learning (curriculum standards and Vision of the Graduate) and resources to support instruction aligned with a definition of ‘Deep Learning’.

Indicators of Success:

- The written, taught, and assessed curriculum implemented in the district is aligned with the VOG and the DODL and is culturally responsive for all students in the district.
- There is appropriate rigor in the district’s curriculum maps and resources.
- There is consistency and alignment within the district’s curriculum resources K-12.
- There is evidence of implementation

Change Progress Mapping:

I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
<ul style="list-style-type: none"> o The degree of alignment and cultural responsiveness of and between the written, taught, and assessed curriculum implemented in the district is unknown. o The degree of appropriate rigor in the district’s curriculum maps and resources have not been determined. o There is significant inconsistency within the district’s curriculum resources K-12. 	<ul style="list-style-type: none"> o There are efforts to determine the degree of alignment and cultural responsiveness of and between the written, taught, and assessed curriculum implemented in the district. o There are efforts to determine the degree of appropriate rigor in the district’s curriculum maps and resources. o Priority areas for increased consistency within the district’s curriculum resources K-12 have been identified. 	<ul style="list-style-type: none"> o There is a general awareness of the degree of alignment and cultural responsiveness of and between the written, taught, and assessed curriculum implemented in the district. o There is a general awareness of the degree of appropriate rigor in the district’s curriculum maps and resources. o Priority areas for increased consistency within the district’s curriculum resources K-12 are being addressed. 	<ul style="list-style-type: none"> o A culturally responsive written, taught, and assessed curriculum is being implemented in the district and is aligned with the VOG and the DODL. o There is appropriate rigor in the district’s curriculum maps and resources. o There is evidence of implementation of consistent and aligned curriculum resources within the district’s priority areas on a K-12 basis.

Impacted Systems:

- Leadership Team
- Federation of Teachers
- Department Coordinators
- Curriculum Outlines
- BOE Policy
- Superintendent Conference Days
- Professional Development Committee

Actions for Moving Forward:

Step #	Action	Outcome	Who	When
1	Inventory the current curricular documents	Establish a centralized location that contains all existing curricular documentation	Administrative Team, Faculty, support staff	Fall 2022/Spring 2023
2	Examine what is meant by having curricula that is culturally responsive	Develop a statement that identifies the criteria that defines cultural responsiveness	Administrative Team, Faculty	Fall 2023
3	Develop a common understanding of what rigor is in all aspects of curriculum	Create a document that outlines the meaning of rigor and how it applies to all aspects of curriculum	Administrative Team, Faculty	Fall 2023
4	Train faculty on developing rigorous, rich and relevant curriculum (student centered)	Schedule training sessions on developing rigorous curriculum	Qualified Trainers	Spring 2024
5	Modify the curriculum review cycle to reflect the VOG, DODL and cultural responsiveness	Updated curriculum review cycle with appropriate modifications	Representative committee of K-12 administrators and teachers	Spring 2024
6	Ensure the curriculum review cycle includes a K-12 alignment review	Updated curriculum review cycle with appropriate modifications	Representative committee of K-12 administrators and teachers	Spring 2024

7	Review and revise existing curriculum templates and documents to include the VOG, DODL and cultural responsiveness	Updated course outline and unit plan templates	Administrative Team, Faculty	Fall 2024
8	Identify tools to collect evidence of implementation of the established curriculum	Document identifying tools to collect evidence of implementation of curricula	Representative committee of K-12 administrators and teachers	Fall 2024

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