



# STRATEGIC COHERENCE PLAN

*March 2020*



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## INTRODUCTION

Haldane is a small, close knit school community. Its three schools are located on one campus that is nestled atop the Village of Cold Spring. For many years, Haldane students attended classes in one building and students still enjoy an open campus design. The campus environment, coupled with small class sizes, create a strong sense of connection among Haldane’s faculty, staff, students, and their families, and the surrounding community. Haldane and the broader Philipstown community sit within the beautiful Hudson Highlands.

Haldane is known for its outstanding academic reputation. Haldane High School was recognized as an Exemplary High Performing School by the United States Department of Education in 2016. The school district received an overall rating of “A” by Niche, a research institution that utilizes public data sets to evaluate K-12 public schools. A thriving local commerce and actively involved community members welcome Haldane students to participate in civic and creative opportunities, as well as local internships and mentorship programs. Haldane graduates find success in highly selective colleges and universities, trade and professional endeavors, and military service.

While the community is very proud of the school system, shifts in administration and an influx of new families to the area have shed light on the need for a more coherent district vision. At the same time, the cumulative impact of the digital age and the global economy are transforming what it means to appropriately prepare students for life, learning, and work beyond school. Content knowledge and test scores are no longer the main variables that influence student success. Students also need to develop a sophisticated set of skills and foundational personal attributes in order to successfully navigate the challenges of the future. Together, this creates the opportunity to establish a new comprehensive coherence plan to bring renewed purpose to Haldane Central School District’s students and staff.



The Superintendent of Schools, Dr. Philip Benante, along with the Board of Education, worked with Putnam Northern Westchester County BOCES to select Jonathan Costa, from EdAdvance in Litchfield, Connecticut, to initiate a coherence planning process. Mr. Costa was selected due to his extensive experience with coherence planning, having completed more than 77 strategic plans for public school districts over the last 26 years, including several districts in the region.

Unlike strategic planning, which sets goals related to narrowly defined special interests, coherence planning focuses on the highest level improvement strategies that are demonstrated to have the largest influence on student learning and preparation for life, learning, and work success in a digital age.

*"Coherence planning focuses on the highest level improvement strategies."*

Through this process, the Strategic Coherence Planning Team sought to answer the following questions regarding how K-12 teaching and classroom experiences facilitate the practice of the District's most important student skills and attributes:

- How is the district measuring its success and using that K-12 data to create accountability and continuous improvement of student performance in those areas?
- How do budgets and education plans ensure that all K-12 work is designed to increase the number of children who leave school ready to perform and succeed at a high level?
- What are the most important tasks that we must undertake to ensure that all our systems are aligned for student success?

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# THE COHERENCE PLANNING PROCESS

The four-phase planning process is as follows:

I

## THE HALDANE ESSENTIALS

A commitment to the principles of coherence planning:  
Focus - Connect - Mission/Beliefs - Identify High Leverage Skills

II

## GAP ANALYSIS

An internal and external data scan to assess performance and alignment of foundational and supporting systems of student learning.

III

## DATA ANALYSIS REFLECTIONS

Identifying patterns and priorities. Defining the gap between desired and current states.

IV

## STRATEGIES & ACTIONS

Prioritizing strategic actions and setting future indicators of success; determining timelines and responsibilities

# STRATEGIC COHERENCE PLANNING COMMITTEE

The first task was to recruit a diverse group of staff and stakeholders who feel passionately about shaping the future of Haldane. The following faculty and community members dedicated their time to the strategic coherence process, in service to the District and the children of Haldane.

Phil Benante, Ed. D., Superintendent  
Judy Barbera, PNW BOCES  
Curriculum Consultant  
Michelle Cordaro, HS Social Studies Teacher  
Jen Daly, Board President  
Judy Farrell, Parent  
Laura Hammond, Parent  
Lauren Hocker, ES 1st Grade Teacher  
Christine Jamin, ES Principal  
Nancy Martinez-Cirelli, HS English Teacher

Dave McCarthy, Parent  
Kim McCollum, MS English/Reading Teacher  
Andrea McCue, HS Special Education Teacher  
Catherine Platt, Parent  
Andrea Saunders, Literacy Specialist  
Lisa Scicluna, Parent  
MaryAnn Seelke, Ed. D., MS Principal  
Julia Sniffen, HS Principal  
Kristen Spooner, ES 5th Grade Teacher  
Tom Virgadamo, MS 6th Grade Math Teacher



## PHASE I - THE HALDANE ESSENTIALS

The Team began Phase I by engaging in an extended study of the latest thinking and research about the world around them and how it is likely to change over the life of this Strategic Coherence Plan and beyond. This work was centered on the question,

**“What are the most impactful digital, social, and economic trends, and how might they impact the challenges of preparing students for a world that anticipates an uncommon level of disruption and uncertainty?”**

All members of the Strategic Coherence Planning Committee had access to a variety of resources representing different perspectives on this topic and had several weeks to consider these important issues. The Committee then participated in a retreat to share and discuss what they learned. The group reviewed Haldane’s previous strategic plan, and engaged in a thoughtful conversation about the best way to update these important benchmarks to better serve students. The process led to an expansion of the District’s mission statement through a set of core beliefs.

### THE HALDANE CENTRAL SCHOOL DISTRICT MISSION & BELIEFS

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

In pursuit of this mission, we believe:

- Learning and the education of the whole child is a shared, collaborative, community-based responsibility
- We must be inclusive, provide multiple pathways to success, and strive to meet the needs of all learners
- Instruction should be authentic, challenging, and rigorous, and elicit the most critical skills and disposition from our students
- All facilities should be safe, environmentally respectful, and supportive of student learning

With these foundations reset, the Strategic Coherence Planning Committee turned their attention to the core focus of the planning process: identifying the most critical skills and dispositions that they believe will define Haldane student success for the future. This is arguably the most important task of the entire planning process.

To prepare for this challenge, the Strategic Coherence Planning Committee consulted many resources, including the previous Haldane strategic plan, current goals for learning as stated in various district documents, and data from leading researchers and industry thinkers about where the core competencies of future success can be found.

During this phase, the Haldane community was invited to participate in an online Thought Exchange. Participants were given the opportunity to express their beliefs regarding the skills most essential to our graduates. Contributors then reviewed the submissions of others and indicated how important each idea was to them personally. The input of over 180 community members significantly shaped the work of the Coherence Committee.

After much consideration, the Strategic Coherence Planning Committee established the following set of skills and attributes as The Haldane Essentials:

## THE HALDANE ESSENTIALS

Critical Thinking  
Problem Solving  
Communication

Growth Mindset  
Emotional Intelligence  
Wellness

## PHASE II - GAP ANALYSIS

Phase II began with a data scan where each of The Haldane Essentials was compared to current district practices in order to identify gaps and opportunities for change. To accomplish this, the Strategic Coherence Planning Committee organized themselves into the following working groups around five areas of focus:

### DESIRED COHERENCE OUTCOMES

GROUP ONE GOALS FOR LEARNING	GROUP TWO TEACHING FOR LEARNING	GROUP THREE MEASURES OF LEARNING	GROUP FOUR SUPPORTING SYSTEMS	GROUP FIVE EXTERNAL FACTORS
Tom Virgadamo	Michelle Cordaro	Nancy	Laura Hammond	Jen Daly
MaryAnn Seelke	Andrea McCue	Martinez-Cirelli	Kim McCollum	Judy Farrell
Lisa Scicluna	Lauren Hocker	Julia Sniffen	Christine Jamin	Phil Benante
Kristen Spooner	Judy Barbera	Andrea Saunders Dave McCarthy		

Using a Likert scale-style rating, the work was framed through the lenses of goals for learning, measures of learning, and instructional practices required to meet The Haldane Essentials. The Appendix provides an overview of the scale scores for each group.

- 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.

# GROUP ONE: GOALS FOR LEARNING

The purpose of this group was to judge the degree to which the District has an aligned systemic process for setting and pursuing The Haldane Essentials from the District, building, and professional levels.

## GAP ANALYSIS DATA SCAN RESULTS

### *Coherence Group One Findings*

The following gaps were identified as most significant between the desired outcomes and current practice. These findings capture the group's authentic brainstorming process.

#### **1. Goal Setting Context and Philosophy (Emergent)**

- There is a lack of consistency between schools and classrooms. However, we do feel that the District is well ahead of most when it comes to evidence of deeper level learning and student growth through performance-based assessments.
- While we have a great variety of student work products and meaningful assessments that demonstrate knowledge and skills gained, we lack both the internal sharing of knowledge and vertical alignment of the goals mastered or enhanced within any given authentic assessment and/or student goal.
- We lack a focus on consistent, high leverage goals and practices from school to school and within grade levels. Reducing the number of goals could improve consistency K-12, and perhaps better align with the K-8 curriculum brochures and high school syllabi.

#### **2. Goal Setting Processes (Emergent)**

- While the District has fully developed systems for goal setting, they are not cohesive and lack linkages between grades and schools.

#### **3. Goal Setting Support and Engagement (Emergent)**

- It appears that many vehicles of information sharing are present; however, the systems in place do not clearly address the District's student learning goals or make mention of them regularly.
- There is constituent feedback regarding communication from the District, which indicates that while it is abundant, it is loaded with 'academic lingo' and often is not seen as relevant by many parents.

# GROUP ONE: GOALS FOR LEARNING

The purpose of this group was to judge the degree to which the District has an aligned systemic process for setting and pursuing The Haldane Essentials from the District, building, and professional levels.

## GAP ANALYSIS DATA SCAN RESULTS

### 4. Materials and Resources (Emergent)

- While there is some evidence that a few teachers are using curricular resources that are aligned to The Haldane Essentials, it is not consistent nor supported by the system at this time.
- Parents or interested constituents generally do not know how or where to access electronic or digital resources that are aligned to the courses in which their students are enrolled.
- Outside of ELA & Math, there is a lack of consistency in the format, quality, and accessibility of curriculum resources.
- Teachers are using helpful resources, but there is not an efficient way for them to share them with others.

## GROUP TWO: TEACHING FOR LEARNING

The purpose of this group was to focus resources and attention on improving the capacity of a very small number of high leverage professional practices that have an impact on student performance.

### GAP ANALYSIS DATA SCAN RESULTS

#### *Coherence Group Two Findings*

The following gaps were identified as most significant between the desired outcomes and current practice. These findings capture the group's authentic brainstorming process.

#### **1. Student Engagement in Rigorous, Higher-Order Thinking Activities (Proficient)**

- Based on the evidence of professional practices and/or student work that foster student engagement and rigorous/higher-order thinking gathered from K-12 staff, it appears that there are common themes of collaboration and authenticity, but there is not a system or process in place to align those efforts with evidence of meaningful changes in student and adult performance.
- The administrator evaluation tool (Marshall Rubric) and the process (variability based on administrative changes) have not been as focused on student engagement in higher-order thinking activities. The current administrator goal-setting process appears to be creating a shift in this direction.
- Parents have regular opportunities to learn about the District's expectations for instructional evidence through curriculum nights, parent-teacher conferences, newsletters, regular communication with their children's teachers, and committee membership.

#### **2. Digital Learning Practices (Emergent)**

- Staff reports limited access to digital tools, including issues related to insufficient working devices, limited adaptive tools, lack of technology tools to enhance language learning, and weak connectivity.
- There is a desire for continuous professional development to support the goal of instructional experiences for students that support rigorous, higher-order thinking and sustained engagement.
- Examples of professional practice and/or student work that demonstrate how digital tools are used to extend student learning in ways that analogue tools do not. These examples were cited by individual teachers and, in a few instances, groups of teachers of a grade level or course.

## **GROUP TWO: TEACHING FOR LEARNING**

The purpose of this group was to focus resources and attention on improving the capacity of a very small number of high leverage professional practices that have an impact on student performance.

### **GAP ANALYSIS DATA SCAN RESULTS**

#### **3. Professional Learning Practices (Emergent)**

- There is not a current, professional development plan in the District that articulates how the adult learning opportunities are aligned to District priorities.
- There is not a clear process to define how assessment of adult learning has created evidence of meaningful changes in student and adult performance.

# GROUP THREE: MEASURES FOR LEARNING

The purpose of this group was to determine the degree which the District's assessment practices support growth and accountability for the attainment of the District's profile of a successful graduate.

## GAP ANALYSIS DATA SCAN RESULTS

### *Coherence Group Three Findings*

The following gaps were identified as most significant between the desired outcomes and current practice. These findings capture the group's authentic brainstorming process.

#### **1. Assessment Philosophy (Emergent)**

- We do not have a shared understanding of high-leverage goals K-12.
- We lack clearly articulated District goals, in addition to what is provided at the state level or by the testing provider. Having goals with realistic benchmarks would be beneficial for educators and students.
- We have some assessments focusing on high leverage student learning goals in many areas; however, certain skills associated with high leverage goals are not consistently being assessed.

#### **2. Assessment Capacity (Emergent)**

- We do not have a system to review or coordinate formative assessments.
- While Child Study Teams are consistently run at all three buildings, examples of summative and formative assessments need to be reviewed and discussed to set student learning goals and to create action plans.
- Since summative state assessments take place at the end of the school year, a system and structure is needed to allow for evaluation of the assessments to aid in instruction for the following school year.
- Work on vertical and horizontal alignment of language, phrasing, and definitions included on rubrics is needed.
- Increased student access to their personal data, with time to review and engage in goal setting is needed.

## **GROUP THREE: MEASURES FOR LEARNING**

The purpose of this group was to determine the degree which the District's assessment practices support growth and accountability for the attainment of the District's profile of a successful graduate.

### **GAP ANALYSIS DATA SCAN RESULTS**

#### **3. Performance Data (Emergent)**

- Reporting and access to teachers as it relates to student progress is proficient; however we need to establish a practice to report the primary goals for learning (problem solving, critical and creative thinking). Once high leverage student learning goals are established, reporting will need to change.

#### **4. Professional Measures of Learning (Emergent)**

- The parameters established by New York State have hindered the process to evaluate. While local negotiations have worked toward a collective way to measure what matters most, there is still an evaluative (as opposed to collaborative) culture. As the State changes, we hope to collectively look at this.

#### **5. School/District Measures of Learning (Beginning)**

- Grading practices do not reflect the primary goals for learning that we have established.
- At graduation, we certify that students completed the requirements set forth by New York State, standards do not measure all of the skills we are determining to be necessary of a graduate.

## GROUP FOUR: SUPPORTING SYSTEMS

This group's focus was on how the leadership and District support systems are structured to work together to facilitate the attainment of The Haldane Essentials.

### GAP ANALYSIS DATA SCAN RESULTS

#### *Coherence Group Four Findings*

The following gaps were identified as most significant between the desired outcomes and current practice. These findings capture the group's authentic brainstorming process.

#### **1. Leadership/Mission Focus (Proficient)**

- Some goals have had more focus and impact on changing adult and student performance (attention to authentic learning experiences) than others.
- While people believe in the mission and the “changing global society” resonates at various levels, past leadership transitions caused a gap in implementation.

#### **2. Policy & Regulation (Emergent)**

- Specific work on policy review or a process of policy review is just starting. There is a lot of room for the goals to be a focus and the Board of Education is ready for this work.

#### **3. Community Engagement (Proficient)**

- There is no organized effort to encourage the coordination of outside community resources with the articulated goals of the District (the team recognizes that there are justifiable limitations on the District's ability to do this).

#### **4. Resource Deployment (Emergent)**

- Use of rollover budgeting assumes the alignment of existing allocations within the current budget to the high-leverage goals.

## GROUP FIVE: EXTERNAL FACTORS

The purpose of this section is to examine what, if any, external factors could impact District planning and coherence efforts.

### GAP ANALYSIS DATA SCAN RESULTS

#### *Coherence Group Five Findings*

As Group Five dealt with only external data, they had no ratings to ascribe. Rather, they reported their findings as prioritized opportunities and challenges for the District. The following challenges and opportunities were identified as most significant between the outcomes described and the current practice:

#### **Challenges**

Research suggests a need for an increase in **technology-related skills**; however, Haldane's technology infrastructure is still emerging. There are additional concerns within the community about the potential negative influences associated with screen time.

The impact of relatively **new learning standards** across multiple content areas will likely be a stress on the school system's ability to effectively manage needed shifts in curriculum, instruction, and assessment. Subgroup performance for Students with Disabilities and Economically Disadvantaged students is low as compared to their peers.

Several **spaces within the school district** are old and/or outdated. These spaces will need to be updated to account for the collaboration/project-based experiences that seem to be promoted within the literature. It should be noted that the District is currently undergoing an enrollment and space utilization study that is scheduled to be completed in April 2020.

#### **Opportunities**

The close-knit nature of the school community and positive organizational climate and culture establishes a level of readiness to incorporate new changes.

Many outreach opportunities between the school and surrounding community (local businesses and organizations) are well received.

The school district remains in good standing and has an excellent reputation for its culture of academic excellence. This creates additional space to focus on coherence planning efforts.

## PHASE III - DATA ANALYSIS REFLECTIONS

As the Data Teams presented their information at the Phase III retreat, each Strategic Coherence Committee member was charged with analyzing and synthesizing the information presented to them. To capture their thinking, each member recorded observations in categories of response:

<b>Kudos</b>	Areas that the participants felt the District had accomplished well, with systems that supported good practice in place and could inform future strategies as the District sought to improve in other areas.
<b>Questions</b>	Information presented raised further questions of practice or painted an incomplete picture where more data might be needed before conclusions about how to move forward could be drawn.
<b>Concerns</b>	Areas where participants saw the most problematic gaps between the objective of aligned systems on student success and current District practice.

This process design sought to identify patterns of insight into the most critical challenges facing the District given the Mission, Beliefs, and The Haldane Essentials.

The following five critical items were named the most significant obstacles or greatest gaps which influence achieving the desired outcomes.

- Need for more effective communication with families and the broader community
- Inconsistent goal setting process (method and measurement) for adults and students
- Lack of a consistent professional development plan
- Misalignment or inconsistency of curriculum development and implementation
- Vulnerable student population needs

Using these five critical items and The Haldane Essentials, the Coherence Committee moved into Phase IV to begin setting the focus of strategic actions.

## PHASE IV - STRATEGIES & ACTIONS

### STRATEGY ONE

Create a system that ensures the ongoing development and implementation of vertically and horizontally aligned curriculum that supports the attainment of The Haldane Essentials.

#### ***Indicators of Success***

- There is a consistency of definitions, frameworks, and goals across all grade levels.
- Curriculum resources are aligned with The Haldane Essentials, are easily accessible, and regularly used by teachers to support instruction.
- Teachers consistently use curriculum resources to support instruction toward The Haldane Essentials.
- Units are aligned with a common framework for The Haldane Essentials.
- There is a process for alignment and shared focus within disciplines and across grade levels.

#### ***Impacted Systems***

- All systems and structures that support the development of curriculum (e.g. conference days, budget, Haldane Curriculum Council, summer opportunities, etc.)
- Positions that support the development and implementation of curriculum (department chairs, coordinators, etc.)

# STRATEGY ONE

<b>I - Present State</b>	<b>II - Beginning</b>	<b>III - Progressing</b>	<b>IV - Accomplishing</b>
<p>A common language for examining curriculum design and implementation does not currently exist.</p> <p>Teachers are currently using different unit plan layouts and assessment tools.</p> <p>Curriculum resources are being shared at the teacher level. There is no system for sharing resources.</p>	<p>There is an emerging sense of need for a common language, instructional frameworks, and curriculum resources that can be shared among staff to support improved student goals.</p>	<p>Common language and instructional frameworks have been designed and their deployment is underway.</p> <p>Curriculum structures that enable sharing and common use have been designed and are being implemented.</p>	<p>There is common language of student skill, unit plans, assessments including aligned rubrics, and aligned goals K-12.</p> <p>Teachers consistently use aligned curriculum resources to support student skill development and understanding.</p>
<p>Curriculum resources are being curated and held by individual teachers with uneven access and collaboration.</p>	<p>Grade level or role alike teachers understand how collaborative use of curriculum resources can support improvement of student achievement.</p>	<p>Common language and frameworks support the development of improved curriculum resources.</p>	<p>Curriculum resources are valuable and accessible to staff, students, and community.</p>
<p>Some students are engaged with relevant curriculum resources but are not always aware of how to access the different curriculum resources that are available.</p>	<p>Many students are engaged with relevant curriculum resources and there is a growing awareness of how to access the different curriculum resources that are available.</p>	<p>Most students are engaged with relevant curriculum resources and understand how to access the different curriculum resources.</p>	<p>Students are consistently engaged with relevant curriculum resources.</p>

## STRATEGY ONE

### ACTIONS FOR MOVING FORWARD

Step #	Action	Outcome	Who	When
1	Meet at Superintendent's Conference Day to share The Haldane Essentials and determine common language as to the meaning and an awareness of how they can be incorporated K-12 (in K-12 representative small groups)	An increased understanding of the strategic coherence work, and the beginning of awareness of how to incorporate the work	Judy Barbera	March 2020
2	Review and update curriculum brochures and syllabi to add District Mission, Beliefs, and The Haldane Essentials	Demonstrate alignment throughout the District and clearly communicate this information to the community	Grade levels and department teachers	Ongoing from Fall 2020 through Fall 2021
3	Identify a framework for examining gaps in curriculum	An accepted and consistent curriculum framework	Haldane Curriculum Council	Fall 2020
4	Identify gaps and then look at curriculum and resources	Improved K-12 alignment and awareness of resources	Haldane Curriculum Council and building level instructional teams	Spring 2021
5	Common curriculum design principles: vocabulary, alignment, and disposition - shared expectations for curriculum revision	Allow the teachers to move forward with instruction to establish alignment	Haldane Curriculum Council, building level instructional teams, and grade levels	Over the next 6 months

## STRATEGY TWO

Design and implement a professional learning plan that purposefully enhances the faculty and staff's capacity to support The Haldane Essentials.

### ***Indicators of Success***

- Professional learning is focused on improving capacity to teach and observe The Haldane Essentials.
- Professional learning is ongoing, differentiated to meet the needs of the learner.
- Professional learning positively impacts student performance.

### ***Impacted Systems***

- All systems and structures that support the planning and implementation of professional learning in the District
- Positions that support the development and implementation of professional learning planning (e.g. department chairs, coordinators, etc.)
- Board policies
- Professional Learning Plan
- Budget

# STRATEGY TWO

<b>I - Present State</b>	<b>II - Beginning</b>	<b>III - Progressing</b>	<b>IV - Accomplishing</b>
<p>Quality professional development is available, but not necessarily aligned.</p> <p>Teachers select professional development based on personal learning goals, class population, and individual needs.</p>	<p>Quality professional development is available and planning discussions are shifted to the need for alignment.</p> <p>Teachers select professional development based on personal learning goals with consideration to District priorities.</p>	<p>Quality professional development is available and is increasingly aligned to support The Haldane Essentials.</p> <p>Teachers select professional development based on personal learning goals aligned with District priorities to support The Haldane Essentials.</p>	<p>Professional learning offerings are coherent, aligned, and purposeful.</p> <p>There is alignment and flexibility between building and District professional development plans and offerings.</p> <p>Professional learning is focused on improving capacity to teach and observe The Haldane Essentials.</p>
<p>Ongoing differentiated staff development is in place; however, it is without explicit focus.</p>	<p>Ongoing differentiated staff development is in place and there is growing understanding of the need for focus on key capacity priorities.</p>	<p>Ongoing differentiated staff development is in place and is increasingly focused on key capacity priorities.</p>	<p>Professional learning is ongoing, differentiated to meet the needs of the learner, and focused on key capacity priorities.</p>
<p>There is no tracking to determine if professional development is differentiated to meet the needs of the learner.</p>	<p>There is an emerging understanding of how building professional capacity on key instructional indicators can support improved student growth.</p>	<p>Data points that focus on key instructional indicators that support improved student growth are in place.</p>	<p>Professional learning positively impacts student performance.</p>

# STRATEGY TWO

## ACTIONS FOR MOVING FORWARD

Step #	Action	Outcome	Who	When
1	Draft a professional development plan that is reflective of the District's strategic objectives and The Haldane Essentials.	A professional learning structure that is aligned to The Haldane Essentials	Judy Barbera and the Haldane Curriculum Council	May 2020

## STRATEGY THREE

Align and connect all goal-setting processes so they systemically support the District's Mission, Beliefs, and the attainment of The Haldane Essentials.

### ***Indicators of Success***

- District and school goals are aligned with the achievement of The Haldane Essentials.
- Teacher and Administrator goal-setting systems reflect aligned professional learning goals and student achievement of The Haldane Essentials.
- Professional goals for staff foster and support long-term growth.

### ***Impacted Systems***

- APPR
- Budget process
- Communication related to short and long-term District and building goals
- District Calendar
- Scheduling
- Recruitment, retention, and hiring

## STRATEGY THREE

I - Present State	II - Beginning	III - Progressing	IV - Accomplishing
District and school goal alignment is by chance, not design.	There is a growing awareness and urgency around the need for systemic alignment of the goal setting processes.	Systems that support the creation of goals that are aligned with the achievement of The Haldane Essentials are being implemented.	District and school goals are aligned with the achievement of The Haldane Essentials.
Teacher and administrator goal alignment is by chance not design.	There is a growing awareness and urgency around the need for systemic alignment of the goal setting processes.	Systems that support the creation of goals that are aligned with the achievement of The Haldane Essentials are being implemented.	Teacher and Administrator goal setting systems reflect aligned professional learning goals and student achievement of The Haldane Essentials.
Long-term goal planning is permitted but not promoted.	Systems for multi-year goal implementation are considered and supported.	Systems supporting long-term goals are being implemented.	The professional goal setting process fosters and supports long-term growth.

## STRATEGY THREE ACTIONS FOR MOVING FORWARD

Step #	Action	Outcome	Who	When
1	The District goal setting process will be adjusted to align with the District's Mission, Beliefs and The Haldane Essentials.	Goals are aligned with the District's Mission, Beliefs and The Haldane Essentials.	Board of Education and Administration	August 2020
2	The building goal setting process will be adjusted to align with the District's Mission, Beliefs and The Haldane Essentials.	Goals are aligned with the District's Mission, Beliefs and The Haldane Essentials.	Administration and Faculty	September 2020

## STRATEGY FOUR

Ensure that all students, including those from historically underserved or vulnerable populations, have high expectations for success and equitable access to opportunities to learn.

### ***Indicators of Success***

- Sub-group data shows growth across all student demographics, using multiple measures of success.
- District goals reflect a commitment to inclusivity and consistent learning expectations and outcomes for historically underserved populations.
- Policies and practices are continually reviewed to ensure equal opportunity.
- Students receive support based on clearly-defined entry and exit criteria.
- Highly qualified professionals, as defined by the state, are delivering needed interventions.
- Transportation and finances are not barriers to students participating in extracurricular activities.
- School communications are issued in families' primary language(s).

### ***Impacted Systems***

- Haldane Curriculum Council
- Board policy
- Budget (transportation and staffing)

## STRATEGY FOUR

### I - Present State

Data about proportional representation in Honors, AP classes, sports, etc. has been minimally analyzed.

Behaviorist has been hired to help address students with emotional dysregulation.

Staff training for working with students with disabilities or ENL students is not widely available.

Highly qualified Special Education and ENL teachers and Teaching Assistants are delivering instruction.

Economic or language considerations are happening, but are inconsistent (no set procedure in place).

### II - Beginning

Data about proportional representation in Honors, AP classes, sports, etc. has been thoughtfully analyzed.

Behaviorist is working to address students with emotional dysregulation.

Staff training for working with students with disabilities or ENL students is being planned.

Highly qualified Special Education and ENL teachers and Teaching Assistants are delivering more targeted instruction.

Economic or language considerations are happening with some consistency.

### III - Progressing

Strengths and weaknesses regarding the support for proportional representation is understood.

District goals reflect a commitment to inclusivity and consistent learning expectations and outcomes for historically underserved populations.

Policy and practice are reviewed to press for consideration of equal opportunity.

There is increasing flexibility of movement among programs of support at all levels based on need.

Highly qualified professionals, as defined by the state, are delivering needed interventions.

School operations, including transportation and budget, are evaluated to ensure that they are directed toward supporting all students.

### IV - Accomplishing

Sub-group data shows growth across all student demographics using multiple measures of success.

District goals reflect a commitment to inclusivity and consistent learning expectations and outcomes for historically underserved populations.

Policy and practice are reviewed to ensure consideration of equal opportunity.

Students receive support based on clearly-defined entry and exit criteria.

Highly qualified professionals, as defined by the state, are delivering needed interventions.

Transportation and financing are not barriers to students participating in extracurricular activities.

## STRATEGY FOUR

### ACTIONS FOR MOVING FORWARD

Step #	Action	Outcome	Who	When
1	Data collection and analysis	District staff become knowledgeable about trends, patterns, and other information about students that can inform their practice	Administration at first, then team developed	Spring - Summer 2020
2	Training for staff	Ongoing internal and external training improves practice	Administration, BOCES contract, and teacher-led ASSD	Beginning in Fall 2020, ongoing throughout year
3	Review of Child Study Team and Academic Intervention Services processes	Consistent measures and access to support across the District	Director of Pupil Personnel Services, school counselors, and Haldane Curriculum Council	Spring 2020
4	Develop processes for ensuring equal access to school-sponsored events and school communication	Language, financial, or transportation needs are examined to increase access to services	Administration, school counselors, transportation, and ENL	Winter 2020 - Spring 2021

## STRATEGY FIVE

Enhance communication with stakeholders regarding the District's Mission, Beliefs, and The Haldane Essentials.

### ***Indicators of Success***

- Stakeholders express a sense of being respected and heard.
- Stakeholders can articulate the District's Mission, Beliefs, and The Haldane Essentials.
- Students can connect the District's Mission, Beliefs, and The Haldane Essentials to their own learning.
- Stakeholders actively advocate and promote actions that are consistent with the District's Mission, Beliefs, and a pursuit of The Haldane Essentials.

### ***Impacted Systems***

- Communications interfaces (web, print, etc.)
- Student Management/Reporting System (how we report/communicate student success related to The Haldane Essentials)
- There are many informal systems (teacher specific, administration specific) that may be impacted
- Faculty meetings, conference days, curriculum nights, etc. (how can non-instructional staff can be engaged with this work?)
- Process for engaging families of prospective students (e.g. pre-k and Garrison)

## STRATEGY FIVE

### I - Present State

There are multiple channels for communication between the District and stakeholder groups; however, the informality and diverse nature of these channels does not yet support clear communication of the District's Mission, Beliefs, and The Haldane Essentials.

It is unclear whether Haldane's current communication systems support stakeholders' sense of feeling heard and respected. Stakeholder groups are unaware of the new Haldane Mission, Beliefs, and The Haldane Essentials.

Students have not connected the Haldane Mission, Beliefs, and The Haldane Essentials to their experiences at school.

Stakeholders do not yet advocate or promote actions that are consistent with the Haldane Mission, Beliefs, and The Haldane Essentials.

### II - Beginning

There is an increasing understanding of the multiple channels for communication between the District and stakeholder groups and how it is important to coordinate and support clear communication of the District's Mission, Beliefs, and The Haldane Essentials.

The importance of feeling heard and respected is developed as groups become more aware of the new Haldane Mission, Beliefs, and The Haldane Essentials.

Students begin to connect the Haldane Mission, Beliefs, and The Haldane Essentials to their experiences at school.

Stakeholders start to advocate or promote actions that are consistent with the Haldane Mission, Beliefs, and The Haldane Essentials.

### III - Progressing

The consistency of District messaging allows for multiple channels for communication between the District and stakeholder groups to be more coordinated and supports clear communication of the District's Mission, Beliefs, and The Haldane Essentials.

Stakeholders are more engaged and often express a sense of engagement as they understand the Haldane Mission, Beliefs, and The Haldane Essentials.

Students frequently connect the Haldane Mission, Beliefs, and The Haldane Essentials to their experiences at school.

Stakeholders frequently advocate and promote actions that are consistent with the Haldane Mission, Beliefs, and The Haldane Essentials.

### IV - Accomplishing

The consistency of District messaging allows for multiple channels for communication between the District and stakeholder groups to be coordinated and supports clear communication of the District's Mission, Beliefs, and The Haldane Essentials.

Stakeholders express a sense of being respected and heard.

Stakeholders can articulate the Haldane Mission, Beliefs, and The Haldane Essentials.

Students can connect the Haldane Mission, Beliefs, and The Haldane Essentials to their experiences at school.

Stakeholders actively advocate and promote actions that are consistent with the Haldane Mission, Beliefs, and The Haldane Essentials.

## STRATEGY FIVE

### ACTIONS FOR MOVING FORWARD

Step #	Action	Outcome	Who	When
1	The District will make an assessment of its current communication strategies with stakeholder groups	To sufficiently define which approaches are working, and which are not and need to be further developed, enhanced, or abandoned.	Phil Benante, Catherine Platt, and Megan Shields	September 2020
2	Promote connections between the District's Mission, Beliefs, and The Haldane Essentials, and the current communication tools that are utilized within the District.	A consistent, concise, and clear connection between the District's Mission, Beliefs, and The Haldane Essentials is frequently included in communications at the Board, District, and school level.	District and Building Leadership	June 2021
3	The District leadership will educate the primary stakeholder groups on the District's Mission, Beliefs, and The Haldane Essentials.	The primary stakeholder groups will have each had an opportunity to raise their awareness about the District's Mission, Beliefs, and The Haldane Essentials.	Administrative Team and Board of Education	September 2020
4	The Haldane Central School District budget development process will reflect an emphasis on the strategies and actions steps associated with the District's Mission, Beliefs, and The Haldane Essentials.	The District's budgeting priorities are aligned with the District's Mission, Beliefs, and The Haldane Essentials. The budget process communicates such to stakeholder groups.	Administrative Team and Board of Education	December 2020 through April 2021
5	Various signage and branding tools will be created to help communicate the plan.	Clear messaging will be posted in buildings and online to emphasize the District's Mission, Beliefs, and The Haldane Essentials, as well as the strategic priorities.	Phil Benante, Megan Shields, and Board of Education	September 2020

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This appendix provides supporting documentation of the data scan analyses performed by each group during Phase II of the coherence planning process.

## Phase II - Desired Coherence Outcomes Findings Summary

Indicator	0 Not Present	1 Beginning	2 Emergent	3 Proficient	4 Excellent
<b>Group One – Goals for Learning</b>					
1. Goal Setting Context and Philosophy					
2. Goal Setting Processes					
3. Goal Setting Support and Engagement					
4. Materials and Resources					
<b>Group Two – Teaching for Learning</b>					
1. Student Engagement in Rigorous Higher Order Thinking Activities					
2. Digital Learning Practices					
3. Professional Learning Practices					
<b>Group Three – Measures for Learning</b>					
1. Assessment of Philosophy					
2. Assessment Capacity					
3. Performance Data					
4. Professional Measures of Learning					
5. School/District Measures of Learning					
<b>Group Four – Supporting Systems</b>					
1. Leadership/Mission Focus					
2. Policy and Regulations					
3. Community Engagement					
4. Resource Deployment					

## APPENDIX

### *Process Details*

The work in Phase II was framed through the lens of the goals for learning, measures of learning, and instructional practices required to meet the skill acquisition needs of students. Provided with guiding research questions, the groups solicited input from additional volunteers and District staff over a ten-week period. They identified what the District was already doing to meet these challenges, and reported back to their peers with recommendations for closing the gap between goals and current practices.

As Group Five dealt with only external data, they had no ratings to ascribe, rather they reported their findings as prioritized opportunities and challenges for the District, considering 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, history of Haldane), Perceptions of the District, and Challenges/Opportunities While Moving the District Forward.

Each Data Collection Group met several times over the ten-week period to complete their tasks, assigning volunteers from the group to gather specific data for consideration in contemplating 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. In summary of this work, each group presented their ratings at the reporting and analysis retreat (Phase III), outlining the main factors that supported their judgments.

For reporting purposes, a grid of the summary ratings for each group was provided, followed by the details of each indicator and a brief summary of the gap evidence that the Data Collection Group used to justify its rating.

### **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 The Haldane Essentials 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 K-12 basis. This aligned goal-setting infrastructure is critical to eventual efforts to improve the identified District priority goals for learning.

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To ascertain the District's readiness to do this and to identify the current state of affairs, this group was asked to judge four areas:

1. Context and Philosophy of current goal-setting processes (goals are focused on student learning and not adult action with 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 the goals are and why they were selected?)
4. The alignment and availability of resources aligned with the goals (Do available resources align with stated goals for learning?)

### ***Coherence Area One Findings Detail***

#### 1. Goal Setting Context and Philosophy (Emergent)

There is a cultural emphasis in the learning environment that favors evidence of learning over evidence of coverage and a teacher's progress through the curriculum. Timelines and calendars are less important than having every child grow and acquire the skills they need for success.

A few critical, high leverage student learning goals (student critical and creative thinking for problem solving) dominate the dialogue and are the focus of planning and improvement systems, documents, and efforts across the organization.

#### 2. Goal Setting Processes – the annual District, building/course and professional goals are focused on high leverage student learning, clearly tied to a data-based need, and are aligned through the K-12 system. (Emergent)

The school/District has a history and practice of setting a focused set of appropriate student learning goals and working consistently K-12 to achieve them.

Grade level and/or course curriculum materials have clear and manageable observable goals for student learning that are clearly described and are prioritized to encourage mastery for success (emphasis on engagement and learning) for all students.

The school/District tries to ensure that annual professional learning targets and strategies for all staff are set through a process that is aligned with each adult's capacity to support the District's most important student learning goals.

The school/District ensures that annual school/District goals for performance are set through a process that is informed by an alignment with associated appropriate student learning goals and collective professional learning needs.

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3. Goal Setting Support and Engagement – students, parents, staff, and other constituents are well informed regarding the rationale that informs the District’s student learning goals at every level. (Emergent)

4. Materials and Resources – instructional and assessment materials provided by the District show evidence of alignment and focus with The Haldane Essentials. (Emergent)

Focused student goals for learning are consistent in all K-12 curriculum and program materials and have aligned expectations at the elementary, intermediate, middle and high school levels.

There are easily accessible electronic curriculum and instructional resources for staff, parents, and community in all academic areas that support the implementation of the District’s student learning goals.

### AREA TWO: TEACHING FOR LEARNING

The purpose of this outcome is to focus resources and attention to improving the capacity of a very small number of high leverage professional practices that have an impact on student performance. The inherent assumption is that the most important indicator of instructional success is the time students are engaged in rigorous, higher-order thinking course content activities. This element, when combined with a positive learning environment, is the most powerful predictor of sustained/improved student learning. Accordingly, this group focused on the critical elements of teaching and learning practices, and the quality of instructional feedback.

To judge this, the following three areas were examined:

1. The existence of a unified vision of the characteristics of effective, higher order student engagement.
2. The use of digital learning resources to support rigorous instruction.
3. The alignment of professional learning practices with these articulated priorities.

### ***Coherence Outcome Two Findings Detail***

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

There is a high degree of faculty and administrator knowledge/understanding of what student higher-order thinking, appropriate grade-level rigor, and true evidence of meaningful student engagement in learning look like.

The District’s teacher/administrator evaluation processes focus primarily on the importance of student engagement and a positive learning culture (for example the student engagement and positive learning culture elements of the instructional practice rubric are weighted or prioritized to demonstrate their importance).

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There is data and evidence that can be gathered from these processes to illustrate the degree to which all students are engaged in rigorous, higher-order thinking experiences in every classroom.

There is evidence that parents have had the opportunity to learn about what the District's expectations for instructional excellence are, and are invited to be part of the conversation about how to maintain and support them.

2. Digital Learning Practices – the degree to which students have appropriate, ready access to the most effective digital learning tools for the learning outcomes aligned with them. (Emergent)

The policy and practices of the District are aligned with a digitally supported learning environment where all stakeholders have ready access to age appropriate tools.

There is some degree of faculty knowledge and understanding of how to design and facilitate digitally supported instructional experiences for students that support rigorous, higher-order thinking and sustained engagement.

3. Professional Learning Practices (Emergent)

Adult learning (District, building, or personal) can be pursued through a variety of processes/strategies that are consistent with standards of professional learning (job embedded, aligned with developing capacity in high-leverage instructional strategies) and are explicitly aligned with the District's expressed priorities.

Professional learning experiences are sometimes aligned with the District's student learning goals and there is evidence of a desire to strengthen a common purpose and cause.

### AREA THREE: MEASURES FOR LEARNING

The purpose of this area is to determine the degree which the District's assessment practices support growth and accountability for the attainment of the District's vision of a successful graduate and The Haldane Essentials. Following the maxim "what gets measured gets done," this is an opportunity to assess 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
4. How both professional measures and measures at the building and District level also support feedback for improved student and professional performance

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## ***Coherence Outcome Three Findings Detail***

### 1. Assessment Philosophy (Emergent)

There is a unified K-12 assessment philosophy and system to implement it that is primarily focused on student growth and attainment of The Haldane Essentials.

### 2. Assessment Capacity (Emergent)

There is a system for capturing standardized and non-standardized student performance data related to The Haldane Essentials.

There is some evidence of the effective use of data to inform improvement planning and changes in practice designed to increase student learning.

District staff can construct effective rubrics (measuring what you value), design rubric aligned tasks (connecting it to instructional practice), and use scoring protocols (build capacity to consistently assess student work) to ensure that non-standardized measures are useful in the performance improvement process.

### 3. Performance Data: All appropriate performance data is easily accessible to all interested stakeholders and is reflective of District priorities. (Emergent)

## **AREA FOUR: SUPPORTING SYSTEMS**

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. Leadership and mission focus and systems coherence
2. Policy and regulations
3. Community engagement
4. Resource deployment

## ***Coherence Outcome Four Findings Detail***

1. Leadership/Mission Focus - There is a well-articulated Mission (and other possible supporting statements) that guide not only regular goal setting and instructional improvement processes but also systems decision making and organizational evaluations. (Proficient)

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2. Policy & Regulation - The Board of Education works with the Superintendent to craft and apply policy that supports the District's pursuit of its Mission, Beliefs, and The Haldane Essentials. (Emergent)
3. Community Engagement - The District's many stakeholders believe that they are meaningfully involved, engaged, and respected by the leadership structures in the District. (Proficient)
4. Resource Deployment - Budgets and resources are developed and defended based on alignment with The Haldane Essentials and demonstrated mission-based need. (Emergent)

### AREA FIVE: LOCAL CONTEXT WITH CHALLENGES AND OPPORTUNITIES

#### *Introduction*

The purpose of this section is to examine what, if any, external factors could impact District planning and coherence efforts. The following external factors were considered:

1. The culture and history of the Haldane Central School District
2. Economic and demographic trends in the Philipstown community
3. Pending mandates and/or legislation that may directly or indirectly impact the school District
4. Historical student achievement trends
5. The impact of learning and work in the digital age. In this section, a brief narrative of the findings of each domain will be presented, followed by a discussion of the potential impact on the District's coherence planning efforts.

#### *Economic and Demographic Considerations*

The Town of Philipstown has a population of 9,731 residents. While most school districts in the surrounding area have realized a decline in enrollment, Haldane's enrollment has remained relatively stagnant over the past ten years. U.S. census data indicate the racial makeup of Philipstown is 91.1% White, 2% African American, 7% Hispanic/Latino, and 1.4% Asian. The racial demographic of Haldane Schools is consistent with that of the broader Philipstown community. The median household income in Philipstown was \$108,103 from 2013-2017. Over 80% of households live in owner-occupied housing units, and the median value of these units is \$479,900. The vast majority of households have computer and Internet access.

According to a recent Cold Spring Chamber of Commerce survey, approximately 30% of the local population is comprised of residents who have joined the community within the past five years. As a known tourist destination, Cold Spring draws young New York City professionals and families who seek more affordable housing, a highly-rated public school, and the lifestyle benefits of the Hudson Valley. While commuting ease is also a factor, many who relocate here contribute to the evolution and expansion of Main Street businesses. The Chamber notes a shift in upward mobility for small business owners, particularly women and minorities, and predicts continued growth. A thriving local commerce presents opportunities for Haldane to expand local internship and mentorship programs, and build new civic and creative outlets for students.

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### *Pending Mandates and Legislation*

#### *The Every Student Succeeds Act*

The Every Student Succeeds Act (ESSA) is the primary federal law for K-12 schools that receive public funding. It replaced No Child Left Behind, and includes some similarities and differences to the structure of that law. While there are many elements of the law, what are most relevant are the shifts in academic standards and school/district accountability measures. ESSA requires states to adopt challenging academic standards in reading, math, and science; however, these do not have to be the Common Core State Standards.

New York State's ESSA plan includes several measures for school/district accountability. These measures include:

- Academic Achievement (NYS Assessment Scores)
- Graduation Rate(s)
- English Language Proficiency
- Chronic Absenteeism
- College, Career, and Civic Readiness

#### *New York State Next Generation English Language Arts and Mathematics Learning Standards*

The Board of Regents adopted revised English Language Arts and Mathematics Learning Standards in the fall of 2017. It is expected that students in Grades K-8 will receive instruction aligned to these new learning standards in September 2020. The New York State K-12 Social Studies Framework was approved by the Board of Regents in April 2014. Further revisions to both the K-8 and 9-12 frameworks were made in 2016 and 2017, respectively. The most significant shift in these standards, as compared to the previous standards, is The College, Career, and Civic Life (C3) Framework and Inquiry Arc. The framework has significant implications on how students receive instruction in Social Studies, and how they will be assessed in these areas. The New York State P-12 Science Learning Standards were adopted in 2016. The standards are based on the Framework for K-12 Science Education developed by the National Research Council and the Next Generation Science Standards.

#### *The New York State Tax Cap*

The New York State tax cap limits the growth in property taxes for all local governments and schools to 2% a year or the rate of inflation, whichever is lower. The tax can be overridden by a 60% vote by a municipality's governing board or by 60% of voters during school budget referendums each May.

#### *Student Achievement Trends*

In order to determine how student achievement trends may impact coherence planning, our team examined student performance on state and national exams over the previous five school years. The exams included the New York State Assessments in Grades 3-8, the New York State Regents Exams, the Scholastic Aptitude Test (SAT), and the ACT. These results have revealed that Haldane students have performed well on state and national summative assessments in comparison to their peers.

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### *The New York State Assessments in Grades 3-8*

The New York State Assessments have undergone significant revisions over the past five years. State Education Department officials have warned about using results prior to the 2018 school year for comparative purposes, thus the planning team was wary to make any comparative analyses between the 2018 results and those from prior years. The New York State Assessment results indicated that 66% of participants scored at or above grade level on the 2019 New York State English Language Arts (ELA) exam as compared to 62% in the prior year. The New York State average was 45% for both years.

The most significant achievement disparity presented in the performance of Students with Disabilities subgroup (just 18% performing at grade level) as compared to General Education students (73% at or above proficiency), as well as the performance of Economically Disadvantaged students (33% at or above proficiency) as compared to their peers who are not economically disadvantaged (73% at or above proficiency).

### *The New York State Regents Exams*

Student performance on The New York State Regents exams has been very good in comparison to other school districts in New York State. The chart below outlines student results for each of the exams that were administered:

<b>Exam</b>	<b>% Passing</b>	<b>% Mastery</b>
English	99	71
Global Studies	91	33
US History and Government	97	64
Algebra I	95	31
Geometry	85	32
Earth Science	73	35
Living Environment	98	64
Chemistry	85	47

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## *Learning and Work in the Digital Age*

A recent McKinsey & Company report outlined the impact that automation and artificial intelligence were likely to have on the workforce across five sectors: Banking and Insurance, Energy and Mining, Healthcare, Manufacturing, and Retail. The report revealed that automation and artificial intelligence will require the need for work related skills in the following areas:

- Basic digital skills
- Advanced IT skills and programming
- Entrepreneurship and initiative taking
- Leadership and managing others
- Creativity
- Complex information processing and interpretation

While the skills above will likely increase in demand over the next ten years, the need for skills in the following areas will likely decrease:

- General equipment operations and navigation
- Basic data input and processing
- Basic literacy, numeracy, and communication skills

A survey of over 3,000 business leaders across these industries highlighted a new emphasis on the importance of continuous learning for workers and a shift to more cross-functional and team-based work.

### **Data Analysis Reflection Details**

This process design seeks to confirm what the teams found and identify further patterns of insight into the most critical challenges facing the District given the Mission and Beliefs and The Haldane Essentials. Those items that rise to the top in both the group and individual analysis inform decision making about the strategic priorities for planning future work.

To identify these items, all individual responses in the three categories mentioned earlier (Kudos, Questions, and Concerns) were placed in separate sorting spaces. The Strategic Coherence Planning Committee was then randomly assigned to one of the three areas and then a facilitated Affinity Diagram sorting process was completed. This involved viewing all contributions in each area and then finding the relationships between them. Cards representing the individual contributions of each team member were then grouped into areas of commonality and labeled. For the areas of Kudos and Questions, the themes identified were for context and to inform the work but did not carry the weight of determining what direction the District must go. The order of the items does not imply a priority or importance.

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### *Kudos – Areas in Which the Data Demonstrated Systemic Strengths*

- Use of learner profiles
- High level of community engagement
- Formative and summative assessments and grading practices
- Communication across stakeholder groups
- Rigor and student engagement
- Goal setting culture
- Authentic learning – real world
- Assessment and data collection culture
- Interest in professional learning
- K-12 alignment of curriculum by discipline
- Use of technology
- Staff knowledge of their students
- District in good standing
- Consistent mission
- Teacher evaluation
- Growth mindset
- Strategic planning past and present (including space utilization)
- Board policy responsive when needed

### *Questions – Areas in which more information is needed*

- Are we using the most appropriate methods for grading and assessment?
- How will we reallocate the budget?
- What is the procedure for writing curriculum and aligning it with practical skills identified in The Haldane Essentials?
- How do we efficiently use technology to achieve our District goals?
- Are we communicating effectively with the community?
- How do we best integrate parent/community involvement in student learning goals?
- Can we use learner profiles more consistently K-12?
- How do we create a system for goal alignment K-12 that includes students, teachers, building, and District?
- What is the most efficient way to vertically and horizontally align curriculum and practices?
- What are the best practices for professional development/learning?
- How do we best utilize our time?
- How do we best utilize state provided resources?
- How can we best meet the needs of all learners?
- How could we benefit from inter-district collaboration?
- How do we maintain teacher creativity and methodology?

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Immediately after identifying the questions listed above, the Strategic Coherence Planning Committee discussed their implications prior to identifying priorities for future work. The team identified the themes of Concerns, and further analyzed 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. Finally, a weighted voting process was held with each member having the same number of votes for the purpose of singling out those gaps and priorities that the District must focus on for future success.

Five critical items were named. All the others will be addressed either through the main strategies or through other District efforts. The first list below is the original from the Affinity Process, the second shows the results of the combining and voting process – items highlighted in yellow or turquoise are the highest priority.

### **Concerns/Biggest Gaps**

- A. Effective communication with families and the broader community
- B. Limitations of the tax cap
- C. Challenges of frequent changes in leadership and the transitions they cause
- D. Lack of time for professional staff to meet to do important work
- E. Lack of common language and assessment alignment
- F. Inconsistent goal setting process – method and measurement
- G. Lack of consistency or practice of student goal setting
- H. Lack of proactive consistent policy review
- I. No consistent professional development focus or plan
- J. Difficulty balancing the need for tech skills with the concern for screen time
- K. Ensuring the best allocation of budget resources
- L. Older facilities and lack of aligned instructional space
- M. Alignment and consistency of curriculum development and implementation
- N. Professional development needs related to technology access
- O. Vulnerable population needs
- P. Mandates and legislation
- Q. Initiative fatigue
- R. AIS plan needs review
- S. Working in isolation
- T. Alignment vs. autonomy
- U. Effective analysis of data

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## Concerns/Biggest Gaps

- A. Communicating effectively with families and the broader community 23
- [REDACTED]
- C. Challenges of frequent changes in leadership and the transitions they cause (Q) 0
- D. Lack of time for professional staff to meet to do important work (S) 3
- E. Lack of common language and assessment alignment K-12 16
- F. Inconsistent goal setting process – method and measurement (adult & student) (G) 28
- [REDACTED]
- H. Lack of pro-active consistent policy review 0
- I. No consistent professional development focus or plan (implicit rather than explicit – technology, etc.) (N) 31
- J. Difficulty of balancing the need for tech skills with the concern for screen time 2
- K. Ensuring the best allocation of budget resources (B) 15
- L. Older facilities and lack of aligned instructional space 16
- M. Alignment and consistency of curriculum development and implementation 66
- [REDACTED]
- O. Vulnerable population needs (students) (R) 36
- P. Mandates and legislation 0
- [REDACTED]
- T. Alignment vs. autonomy 0
- U. Effective analysis of data 10