Somers Public Schools
Strategic Plan of Action
2019-2024

SOMERS · PUBLIC SCHOOLS

Moving Somers Forward

Full Report

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Society is experiencing unprecedented changes requiring a constant acquisition of new skills and knowledge. Life-long learning is critical to future success. The jobs of today will experience dramatic shifts or even extinction requiring the workforce to adjust and continuously learn. Change is the only constant.

Education must be responsive to societal changes. Our practices of the past prepared students for college and the work place. Somers Public Schools will continue to prepare students for these post-secondary paths, but we must reconsider our methodology, vision, mission, and values. What do students need today to be successful, responsible, and ethical contributors to society? The advent of the digital age and the interconnected nature of the global economy have transformed what it means to appropriately prepare a student for life, learning, and work beyond school. Content knowledge and test scores are no longer the exclusive indicators that portend student success. Research and experience show that students will also need to develop a sophisticated set of skills and foundational personal attributes to navigate the uncertain challenges they will encounter. The purpose of this Strategic Plan is to align the systems that drive Somers Public Schools and ensure all students acquire content knowledge, critical skills, and the attributes necessary for success in our evolving society.

During the intensive seven-month planning process, the Strategic Planning Committee remained open-minded and committed to "future thinking" instead of holding on to the past. This mindset allowed us to revise our vision and mission statements, making them concise, relative, and realistic. We then looked at the skills students must have to be successful. The result of this analysis was the development of the ***Somers Student Success Skills***. These critical skill sets will guide instruction to better prepare students for tomorrow.

Unlike traditional strategic planning which seeks to collect data and set goals related to narrowly defined special interests, this Strategic Plan focused on the elements of work that support increased student success. The Strategic Planning Committee sought to answer three questions:

1. How are PreK-12 teaching and classroom experiences facilitating student practice of the district's recently identified foundational skills?
2. How is the district measuring its success and using that K-12 data to create accountability and the continuous improvement of student performance in those areas?
3. How do budgets and plans ensure that all PreK-12 work is designed to increase the number of children who leave Somers ready to perform and succeed at a high level?

By asking these questions and building the answers based on the successes in Somers, the members of the Strategic Planning Committee identified three priority goals ***(Student Achievement, Professional Learning, and Accountability)*** along with strategies to be implemented over the next five years to make sure every child is ready for their own future.

I want to thank the members of the committee. Their commitment to this process, thoughtful insights, and dedication to our school system have resulted in a plan that will move Somers forward.

Brian P. Czapla
Superintendent of Schools

Vision:

The Somers Public Schools strives to be an exceptional
and innovative educational community.

Mission:

The mission of the Somers Public Schools is to prepare each student to
contribute and succeed in an ever-changing global society.

In pursuit of this Vision and Mission, we believe in:

- The pursuit of excellence
- Life-long learning
- An environment conducive to success
- Student, family, and community partnerships
- Responsible citizenship
- Honoring equity, individuality, and diversity
- Educating the whole child

Somers Student Success Skills

"Using appropriate tools for learning in a socially/civically responsible manner."

Students must possess core content knowledge; they must also have the following critical skills to be successful in an evolving world society:

Communication

- Read, view, and listen to demonstrate mastery of content and skills
- Write, speak, and present to demonstrate mastery of content and skills
- Effectively utilize multi-media tools
- Demonstrate interpersonal discourse

Collaboration

- Lead, cooperate, and contribute to groups
- Recognize and accept diverse perspectives
- Support consensus to reach a common goal
- Adhere to and participate in multiple roles
- Regulate personal behavior in responsiveness to self and others

Critical Thinking/Problem Solving

- Analyze, evaluate, and synthesize information from multiple sources
- Define problems and implement appropriate processes
- Propose and defend solutions
- Reflect on processes and generate conclusions

Creativity/Innovation

- Generate a variety of options
- Be aware of own learning strengths
- Use various questioning techniques
- Demonstrate adaptability and a growth mindset
- Learn from mistakes
- Demonstrate intrinsic motivation
- Be curious about the world

Goals and Strategies

Goal 1: Student Achievement

Develop and implement instructional, digital, and assessment systems that support high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.

A. Assess learning environments and current practices, and prioritize Somers Student Success Skills for the purpose of sequencing the work to be done.
B. Build a common understanding of the selected skills.
C. Create Somers Student Success Skills rubrics for grades 5, 8, & 12.
D. Continue curriculum development and vertical articulation for all content areas.
E. Develop K-12 interdisciplinary information literacy curriculum and programming.
F. Continually assess, update, and implement the five-year technology replacement plan.
G. Utilize instructional coaches to support the effective use of technology/media in instruction and provide embedded professional development to teachers.
H. Develop and implement STEM courses at Somers Elementary School, Mabelle B. Avery, and Somers High School.
I. Assess the current practices and philosophy of homework, assessment, personalized learning, mastery learning, and the purpose of grades.

Goal 2: Professional Learning

Develop and implement meaningful and personalized professional development programming that support best practices, high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.

A. Develop staff understanding of Somers Student Success Skills.
B. Conduct an analysis to determine which skills and capacities are required to support the staff's implementation of Student Achievement Goals.
C. Identify gaps in current teacher knowledge and practice at each grade and content level, and create a professional learning plan to address the identified gaps.
D. Implement professional development for each of the identified gaps tailored to needs across the district.
E. Provide personalized professional development opportunities to support curriculum development.
F. Provide professional development opportunities to support the development and implementation of STEM courses at Somers Elementary School, Mabelle B. Avery, and Somers High School.
G. Utilize instructional coaches to provide embedded professional development opportunities.
H. Institute an *Instructional Think Tank* to develop district philosophy of assessment and practices that allows students to demonstrate mastery more authentically.

Goal 3: Accountability

Develop and implement goal setting and accountability systems that support best instructional practices, high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.

A. Revise the teacher and administrator evaluation systems to assure that high leverage student skills are embedded in goal setting and observations.
B. Develop and implement administrator professional development for teacher evaluation utilizing a calibrated protocol with a targeted emphasis on instructional practices.
C. Develop alternative means to gather evidence of teacher practice and student achievement.
D. Develop and implement professional development regarding the teacher evaluation process (and its connection to professional development and high leverage skills).
E. Develop a capstone project for the transition years of 5th, 8th, and 12th-grade students.

GOAL ONE: STUDENT ACHIEVEMENT

Develop and implement instructional, digital, and assessment systems that support high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.

Indicators of Success:

- Somers measures what it values and values what it measures.
- Student work is routinely examined, and explicit feedback is provided for student skill improvement.
- Student work is routinely examined, and explicit feedback is used for instructional improvement.
- Students are capable self-assessors.
- Standards and expectations are vertically aligned with the Somers Student Success Skills.
- Digital resources are thoughtfully used to transform learning opportunities in support of the Somers Student Success Skills.

Present State	Beginning	Progressing	Accomplishing
There is currently no systemic reporting on the Somers Student Success Skills.	There are plans for the systemic reporting on the Somers Student Success Skills.	Systems for reporting on the Somers Student Success Skills are being piloted and tested.	Somers measures what it values and values what it measures.
Student work is rarely examined, and explicit feedback is provided for improving Somers Student Success Skills.	Student work is occasionally examined, and explicit feedback is provided for student skill improvement.	Student work is frequently examined, and explicit feedback is provided for student skill improvement.	Student work is routinely examined, and explicit feedback is provided for student skill improvement.
Student work is rarely examined, and explicit feedback is rarely used for instructional improvement.	Student work is occasionally examined, and explicit feedback is used for instructional improvement.	Student work is frequently examined, and explicit feedback is used for instructional improvement.	Student work is routinely examined, and explicit feedback is used for instructional improvement.
Students may self-assess, but it is not a systemic activity.	Students have begun to practice self-assessment of skills, but it is not a systemic activity.	Students practice self-assessment of skills, and there is evidence of efficacy.	Students are capable self-assessors.
Standards and expectations are not aligned with the Somers Student Success Skills.	Standards and expectations are aligned in a few areas with the Somers Student Success Skills.	Standards and expectations are aligned in many areas with the Somers Student Success Skills.	Standards and expectations are vertically aligned with the Somers Student Success Skills.
Digital resources are used occasionally to support the Somers Student Success Skills.	Digital resources are frequently used to support the Somers Student Success Skills.	Digital resources are consistently used to support the Somers Student Success Skills.	Digital resources are thoughtfully used to transform learning in support of the Somers Student Success Skills.

GOAL ONE: ACTION PLANS

Strategies	Who's Responsible	Impact on students	Completion
Assess learning environments and current practices, and prioritize Somers Student Success Skills for the purpose of sequencing the work to be done.	SES, MBA, and SHS Administration, Director of Curriculum, Director Pupil Services, Team Leaders	Students will access age-appropriate tools for learning in a socially/civically responsible manner.	2019-2020
Build a common understanding of the Somers Student Success Skills.	SES, MBA, and SHS Administration, Director of Curriculum, Director Pupil Services, Team Leaders, Teachers	Students will understand expectations through staff communication of Somers Student Success Skills.	2019-2020
Create Somers Student Success Skills rubrics for grades 5, 8, & 12. a. Develop, Test, and Calibrate b. Pilot with early adopters c. Implement	SES, MBA, and SHS Administration, Director of Curriculum, Grade Level/Content Teachers	Students will understand and internalize the Somers Student Success Skills. Rubrics will be implemented with fidelity. Consistency across grade levels (PreK-12) creates a baseline of student understanding and increases student performance.	a. 2019-2020 b. 2020-2021 c. 2021-2022
Continue curriculum development and vertical articulation for all content areas.	Director of Curriculum, Teachers	Students will have uniform assured experiences and demonstrate grade level content knowledge.	2020-2021
Develop K-12 interdisciplinary information literacy curriculum and programming.	Director of Curriculum, Director of Technology, Library Media Specialists, Board of Education	Students will develop information literacy skills and apply these through interdisciplinary authentic experiences.	2020-2021
Assess the current practices and philosophy of homework, assessment, personalized learning, mastery learning, and the purpose of grades.	Director of Curriculum, School Administrators, Director of Pupil Services, Teachers, Parents	Students will utilize authentic evaluation practices that more accurately measure content and skill mastery.	2020-2021
Hire instructional coaches to support the effective use of technology/media in instruction and provide embedded professional development to teachers.	Superintendent, Principals, Director of Technology, Board of Education	Students will be exposed to best instructional practices in support of content mastery and development of the Somers Student Success Skills.	2021-22
Develop and implement STEM courses at Mabelle B. Avery, Somers High School, and Somers Elementary School.	Director of Curriculum, Principals, Director of Technology, Teachers, Board of Education	Students will have access to courses aligned with 21st century societal employment trends.	2021-2022 (develop) 2022-23 (implement)
Continually assess, update, and implement the five-year technology replacement plan.	Director of Technology, Board of Education	Students will access current and emerging technologies to support content mastery and development of Somers Student Success Skills.	ongoing

GOAL TWO: PROFESSIONAL LEARNING

Develop and implement meaningful and personalized professional development programming that supports best practices, high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.

Indicators of Success:

- Professional learning program/strategy facilitates horizontal and vertical discourse.
- Professional learning embeds the Somers Student Success Skills.
- Professional learning is focused and sustained.
- Professional learning includes time for practice, reflection, and refinement.
- Professional learning positively impacts student performance.

Present State	Beginning	Progressing	Accomplishing
Professional Learning program/strategy facilitates discourse, but it is not aligned among schools or levels.	Professional Learning program/strategy is shifting to facilitate a more connected discourse.	Professional Learning program/strategy facilitates a more connected discourse.	Professional Learning program/strategy facilitates horizontal and vertical discourse.
Professional Learning does not imbed or focus on the Somers Student Success Skills.	Professional Learning occasionally imbeds or focuses on the Somers Student Success Skills.	Professional Learning frequently imbeds or focuses on the Somers Student Success Skills.	Professional Learning embeds the Somers Student Success Skills.
Professional Learning is topical.	Professional Learning is a mix of topical and thematic elements.	Professional Learning has consistent thematic elements.	Professional Learning is focused and sustained.
Professional Learning does not systemically include time for practice, reflection, and refinement.	Professional Learning occasionally includes time for practice, reflection, and refinement.	Professional Learning frequently includes time for practice, reflection, and refinement.	Professional Learning consistently includes time for practice, reflection, and refinement.
Professional Learning impact on student performance is unclear.	Professional Learning impact on student performance is used as a frame of reference for planning.	Professional Learning impact on student performance is being tracked and analyzed.	Professional Learning has measurable, positive impacts student performance.

GOAL TWO: ACTION PLANS

Strategies	Who's Responsible	Impact on Students	Completion
Develop staff understanding of Somers Student Success Skills.	Director of Curriculum, Principals, Director Pupil Services, Team Leaders, Teachers	Students will understand, develop, and apply Somers Success Skills.	2019-2020
Conduct an analysis to determine which skills and capacities are required to support the staff's implementation of Student Achievement Goals.	Director of Curriculum, Principals, Teachers	Students will understand, develop, and apply Somers Success Skills.	2019 -2020
Identify gaps in current teacher knowledge and practice at each grade and content level.	Director of Curriculum, Principals, Team Leaders, Teachers	Students will be exposed to rigorous, engaging, and appropriate instructional practices.	2019-2020
Provide personalized professional development opportunities to support curriculum development.	Director of Curriculum, Director Pupil Services	Students will have uniform assured experiences and content knowledge as they progress to next education level.	2019-2020
Institute an *Instructional Think Tank* to develop district philosophy of assessment and practices that allows students to demonstrate mastery more authentically.	Director of Curriculum, Director of Pupil Services, Principals, Teachers, Board of Education, Director of Technology, Parents	Students will utilize authentic assessment methodologies to demonstrate mastery based on personal growth rather than dates in a syllabus.	2020-2021
Implement professional development for each of the identified gaps tailored to needs across the district.	Director of Curriculum, Principals	Students will be exposed to rigorous, engaging, and appropriate instructional practices.	2020-2021
Provide professional development opportunities to support the development and implementation of STEM courses at Mabelle B. Avery, Somers High School, and Somers Elementary School.	Director of Curriculum, Director of Technology, Principals	Students will have access to courses aligned with 21st century societal employment trends.	2021-2022
Utilize instructional coaches to provide imbedded professional development opportunities.	Director of Curriculum, Principals, Teachers	Students will be exposed to rigorous, engaging, and appropriate instructional practices.	2021-2022

GOAL THREE: ACCOUNTABILITY

Develop and implement goal setting and accountability systems that support best instructional practices, high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.

Indicators of Success:

- Teacher and Administrator evaluation systems reflect professional learning goals and student achievement of the Somers Student Success Skills.
- Personalized learning supports professional success.
- District and school goals are aligned with the Somers Student Success Skills.
- Professional goals foster risk-taking and support multi-year innovation.

Present State	Beginning	Progressing	Accomplishing
Teacher and Administrator evaluation systems reflect the external guidelines and legacy indicators of success.	Teacher and Administrator evaluation systems are being reconsidered for overall alignment with district priorities.	Teacher and Administrator evaluation systems are being implemented that have overall alignment with district priorities.	Teacher and Administrator evaluation systems reflect professional learning goals and student achievement of the Somers Student Success Skills.
Personalized learning is not a systemic feature of professional goal-setting.	Personalized learning is being considered as a feature of professional learning and goal-setting.	Personalized learning is a feature of professional learning and goal-setting.	Personalized learning supports professional success.
District and school goals are not aligned with Somers Student Success Skills.	District and school goals are sometimes aligned with Somers Student Success Skills.	District and school goals are frequently aligned with Somers Student Success Skills.	District and school goals are aligned with the Somers Student Success Skills.
Professional goals are annual in nature and are compliance focused.	Professional goal setting processes are being reconsidered for how they support innovation and multi-year planning.	Professional goal setting processes are being implemented that support innovation and multi-year planning.	Professional goals foster risk-taking and support multi-year innovation.

GOAL THREE: ACTION PLANS

Strategies	Who's Responsible	Impact on Staff and Students	Timeline
Revise the teacher and administrator evaluation systems to assure that high leverage student skills are embedded in goal setting and observations.	Building and Central Office Administrators, PDEC, Board of Education	Teachers will be more purposeful in embedding high leverage skills into their daily instruction.	2019-2020
Develop and implement administrator professional development for teacher evaluation utilizing a calibrated protocol with a targeted emphasis on instructional practices.	Building and Central Office Administrators	Administrators will better support teachers and best teaching practices by providing meaningful supervision.	2019-2020
Develop alternative means to gather evidence of teacher practice and student achievement.	PDEC, Building and Central Office Administrators	Students will utilize authentic assessment methodologies to demonstrate mastery.	2020-2021
Develop and implement professional development regarding the teacher evaluation process (and its connection to professional development and high leverage skills).	PDEC, Building and Central Office Administrators Teachers	Students will be exposed to best instructional practice in support of content mastery and development of the Somers Student Success Skills.	2020-2021

Develop and implement a capstone project for the transition years of 5th, 8th, and 12th-grade students.
 	
Grade 12
    a. Develop
    b. Implement
 	
Grades 5 & 8
    c. Develop
    d. Implement
	Director Curriculum, Teachers, Parents, Board of Education	Students will utilize authentic assessment methodologies to demonstrate mastery.	a. 2019-2020
			b. 2020-2021
			
			c. 2020-2021
			d. 2021-2022

STRATEGIC PLAN TIMELINE

Years	Goal 1: Achievement	Goal 2: Professional Learning	Goal 3: Accountability

2019-20	Assess current practices, and prioritize Somers Student Success Skills for the purpose of sequencing the work to be done.
	
	Build a common understanding of the selected skills.
	
	Continually assess, update, and implement the five-year technology replacement plan. (ongoing)
	
	Create Somers Student Success Skills rubrics for grades 5, 8, & 12.
	    a. Develop, test, calibrate (early adopters)
		Develop staff understanding of Somers Student Success Skills.
		
		Provide personalized professional development opportunities to support curriculum development.
		
		Conduct an analysis to determine which skills and capacities are required to support the staff's implementation of Student Achievement Goals.
		
		Identify gaps in current teacher knowledge and practice at each grade and content level.
			Revise the teacher and administrator evaluation systems to assure that high leverage student skills are embedded in goal setting and observations.
			
			Develop and implement administrator professional development for teacher evaluation utilizing a calibrated protocol with a targeted emphasis on instructional practices (ongoing).
			
			Develop a capstone project for the transition years of 5th, 8th, and 12th grade students.
			    a. Develop a capstone project for 12th-grade students.

2020-21	Assess the current practices of homework, assessment, personalized learning, mastery learning, and the purpose of grades (*Instructional Think Tank*).
	
	Continue curriculum development and vertical articulation for all content areas.
	
	Develop K-12 interdisciplinary information literacy curriculum and programming.
	
	Create Somers Student Success Skills rubrics for grades 5, 8, & 12.
	    b. Pilot with early adopters
		Institute an *Instructional Think Tank* to develop district philosophy of assessment and practices that allows students to demonstrate mastery more authentically.
		
		Implement professional development for each of the identified gaps tailored to needs across the district.
		
		Provide professional development opportunities to support the development and implementation of STEM courses at SES, MBA, and SHS.
			Identify alternative means to gather evidence of teacher practice and student achievement (*Instructional Think Tank*).
			
			Develop and implement professional development regarding the teacher evaluation process (and its connection to professional development and high leverage skills).
			
			Develop a capstone project for the transition years of 5th, 8th and 12th grade students.
			    b. Implement capstone project for grade 12 students.
			    c. Develop a capstone project for the transition years of 5th and 8th grade students.

2021-22	Utilize instructional coaches to support the effective use of technology/media and 21st century skills in instruction, and provide embedded professional development to teachers.
	
	Develop STEM courses at SES, MBA, and SHS.
	
	Create Somers Student Success Skills rubrics for grades 5, 8, & 12.
	    c. Implement district-wide
		Utilize instructional coaches to provide imbedded professional development opportunities.	Develop a capstone project for the transition years of 5th, 8th and 12th grade students.
			    d. Implement a capstone project for the transition years of 5th and 8th, grade students.

2022-23	Implement STEM courses at SES, MBA, and SHS.		

Over a seven-month period of time, the Strategic Planning Committee engaged in a comprehensive process as described below:

Phase 1 – Vision, Mission, Beliefs, and Somers Student Success Skills

The committee participated in a retreat to review existing foundational documents, current research, future economic trends, engaged in constructive dialogue, and collaboratively made relevant revisions.

Phase 2 – Data Scan

A data scan where each of the desired systems planning outcomes required for student success was compared to what is currently happening in the district. The gaps between what is happening and what the district ultimately wants to create were defined (see Appendix B).

Phase 3 – Gap Analysis and Priority Setting

The committee engaged in a retreat where they analyzed and synthesized the information from the data scan, identified critical challenges facing the district, and developed strategic priorities for planning future work (see Appendix C).

Phase 4 – Goal Setting

Based on the Gap Analysis and Priority Setting, the committee developed high priority goals, indicators of success, progress maps, and action plans.

The data scan compared systems planning outcomes required for student success to what is currently happening in the district. The gaps between what is happening now and what the district ultimately wants to create were defined. To accomplish this, the Strategic Planning Committee organized themselves into working groups around five areas of focus. The names of the members as well as the other district or community volunteers who assisted them in their work in each of the five areas are listed below:

Group One *Goals for Learning*	Group Two *Teaching for Learning*	Group Three *Measures of Learning*	Group Four *Supporting Systems*	Group Five *External Factors*
Irene Zytka Denise Collins Sharon Remington Elizabeth McCloskey Erin Scholes	Denise Messina Jaime Bohan Sarah Martin Chris Castonguay Gina Hailer Melinda Roberge Rob Wilson Sheri Yarrows Melissa Mucci Mike McDonnell Karen Jones	Michael Clarity Rob Kapner Maria Peterson Stephanie Toney Dina M. Senecal Cheryl Gustafson	Gary Cotzin Dan Clement Bill Boutwell Jessica Wolf Andrea Zanelli Laura Allen	Jeremy Anderson Anne Kirkpatrick Clay Krevolin Marissa Marks Sharon Walsh Kathy Devlin

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 acquisition needs of students. The groups worked with additional volunteers and other district staff over a ten-week period to collect information, identify what the district was already doing to meet these challenges, and report back to their peers about what was needed to close the gap between what was desired and what was actually happening. For common frames of reference, each of the first four groups was additionally asked to provide a Likert scale style rating of the performance of the district for their areas of focus. A group's choices ran from a zero that would indicate "no evidence" of the desired practice to four, which would show systemically improving performance. This scale is illustrated on the following page:

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 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 in the following areas:
1. Economics/demographics
2. Mandates/legislation (state/federal)
3. Historical achievement data trends
4. Changing nature of learning
5. Work in a digital age
6. Local context, impact of the culture, environment, history of the Somers Public 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 Planning Committee.

Each Data Collection Group met several times over the ten-week 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. In addition to hard documentary evidence (documents, work products, statistical data), some groups used interviews and surveys to inform their ratings. When the data collection was completed, the groups met to finalize their ratings and outline the main factors that supported their judgments. Finally, each group organized themselves to present their work to their peers at the Gap Analysis and Priority Setting Retreat (Phase III). A grid of the summary ratings for each group is provided and immediately followed by the details of each indicator and a brief summary of the gap evidence the Data Collection Group used to justify its rating.

Data Scan Results:

Area One: Goals for Learning

The purpose of this outcome was to judge the degree to which the district has an aligned, systemic process for setting and pursuing the Somers Student Success Skills from the district, building, and professional levels. The desired state is a goal-setting culture where the value is on high-leverage, skill-based student learning goals that are articulated and connected on a Pre-K to 12 basis.   This aligned goal setting infrastructure is critical to eventual efforts to improve the identified district priority goals for learning. To ascertain the district's readiness to do this and 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 while there is a commitment to accountability for what is learned and not what is simply covered or done.
2. The alignment of goal setting processes. Are they systematically connected or completely independent from school to school or person to person?
3. Community knowledge and support of goals. Does everyone know what they are and why they were selected?
4. The alignment and availability of resources aligned with the goals. Do available resources align with stated goals for learning?

Outcome One Findings Summary:

Indicator	Not Present	Beginning	Emergent	Proficient	Excellent
Goal Setting Context and Philosophy			X		
Goal Setting Processes		X			
Goal Setting Support and Engagement				X	
Materials and Resources			X		

Outcome One Findings Detail:

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

A. *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.*

B. *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.*

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

- There are consistent conversations about student learning, specifically examining student work through set protocols.
- There is some connection between teacher goals and dialogue, but it could be better.

- There is no consistent protocol for examining student work.

2. **Goal Setting Processes:** *(Beginning)*

   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 Pre-K to 12 system.

   A. *The school/district has a history and practice of setting a focused set of appropriate student learning goals and working consistently to achieve them.*

   B. *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 for all students (emphasis on engagement and learning.)*

   C. *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.*

   D. *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.*

   Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

   - School goals need to be connected to a district goal.
   - High leverage skills don't consistently show up in Atlas (could be due to incomplete Atlas units).
   - The Somers Student Success Skills are a focus by individual teachers but are not the focus of district goals or a part of everyday discussions.
   - The role student choice plays in rigor, individual learning styles, and how authentic assignments facilitate mastery needs to be recognized.
   - Building goals lack direct connection to high leverage practices. They only refer to how many students will reach an academic benchmark.

3. **Goal Setting Support and Engagement** *(Proficient)*

   Students, parents, staff, and other constituents are well informed regarding the rationale that informs the district's student learning goals at every level.

   Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

   - Every edition of CampusView should include district goals.
   - Goals need to be more explicitly shared with parents.

Materials and Resources *(Emergent)*

Instructional and assessment materials provided by the district show evidence of alignment and focus with the district's critical student goals for learning.

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

  B. *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.*

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

- There is some misalignment among grade levels and departments with what to teach and to what extent (e.g., elementary science, middle school spelling, elementary social studies, books at the high school level and departments).
- Interdisciplinary connections need to be established and solidified.
- Time is needed to plan with other departments and grade levels.
- Need to improve alignment between three schools.

Area Two: Teaching for Learning

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

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

Outcome Two Findings Summary:

Indicator	Not Present	Beginning	Emergent	Proficient	Excellent
Student Engagement in Rigorous Higher Order Thinking Activities		X			
Digital Learning Practices			X		
Professional Learning Practices			X		

Outcome Two Findings Detail:

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

A. *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 looks like.*

B. *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).*

C. *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.*

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

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

- Revise teacher evaluation/administrator feedback to focus on rigor, higher order thinking, and increased student engagement/learning.
- Increase parents' exposure to what the district (each building cohesively) expects for student engagement.
- Increase the faculty's understanding of what rigor, higher order thinking, and student engagement look like PreK-12.

2. Digital Learning Practices: *(Emergent)*

How accessible are the most effective digital learning tools and are the learning outcomes aligned with them?

> A. *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.*
>
> B. *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.*

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

- Increase professional development in the area of technology use to support higher order thinking, rigor, and sustained engagement.
- Improve the overall capacity to design and facilitate digitally supported instructional experiences that support rigorous instruction, higher-order thinking, and sustained engagement.

3. Professional Learning Practices *(Emergent)*

> A. *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.*
>
> B. *School/district professional learning plans are aligned school to school with the district's student learning goals, and there is evidence or purposeful and focused intention to bring all of these plans together with a common purpose and focus.*

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

- Professional development is tied to district priorities, but those priorities are ever evolving.
- More time is needed for staff to meet in both horizontal and vertical teams to further discuss the data and actual implementation of any new initiatives.

Area Three: Measures for Learning

The purpose of this area was 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 its associated goals for learning. Following the maxim "what gets measured gets done," this is an opportunity to judge whether the stated learning priorities of the district are aligned with its assessment, infrastructure, and culture. Critical to these relationships is the capacity of teachers and administrators to provide timely, helpful, and accurate feedback for the improvement of student and adult performance. To determine this, group three examined:

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

Outcome Three Findings Summary:

Indicator	Not Present	Beginning	Emergent	Proficient	Excellent
Assessment Philosophy		X			
Assessment Capacity			X		
Performance Data		X			
Professional Measures of Learning			X		
School/District Measures of Learning		X			

Outcome Three Findings Detail:

1. Assessment Philosophy *(Emergent)*

A. *There is a unified PreK to 12 assessment philosophy and system to implement it that is primarily focused on student growth and attainment of the district's primary learning goals.*

Evidence Gathered to Support Rating

- Conversation about assessments include K-12 representation.
- Systems are not aligned to the district learning outcomes and do not always support "highly valued student learning outcomes."
- Teachers write curriculum, but there has been limited time to focus on assessment. There is not a consistent "assessment strategy" used district wide.

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

- Growth Mindset initiative (K-5), but inconsistent across the district.

- Need for greater consistency in approaches to grades and grading.
- Need for greater consistency in approaches to summative assessments throughout grade levels and subjects.

2. Assessment Capacity *(Emergent)*

A. *There is a system for capturing standardized and non-standardized student performance data related to the district's primary goals for learning.*
B. *There is some evidence of the effective use of data to inform improvement planning and changes in practice designed to increase student learning.*
C. *District staff can construct effective rubrics (measuring what you value), designing rubric aligned tasks (connecting it to instructional practice), and use scoring protocols (build capacity to consistently judge student work) to ensure that non-standardized measures are useful in the performance improvement process.*

Evidence Gathered to Support Rating

- Group discussion with K-12 representation
- Assessment data across the content areas

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

- Need for greater consistency in aligning rubrics and scoring protocols for non-standardized assessments.
- Need for greater consistency for common grade level and subject area summative assessments.
- Need for greater consistency in the use of assessment data to target instructional improvements.

3. Performance Data: *(Beginning)*

All appropriate performance data is easily accessible to all interested stakeholders and is reflective of district priorities.

Evidence Gathered to Support Rating

- Conversation with K-12 representation
- Analysis of current systems in place.

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

- Grades in PowerSchool do not reflect the district's priorities.
- Greater consistency needed in timeliness of data reporting to better support student's learning.

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

The data collected and used as part of the teacher evaluation and support processes reflect current student performance on critical goals for learning and other established district student learning priorities.

Evidence Gathered to Support Rating

- Group discussion with K-12 representation.
- SLO's based on student performance data.

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.
- Systems are in place, but they are not always aligned with "district high leverage learning goals."

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

The data collected and used as part of district and building improvement planning reflect current student performance on critical goals for learning and other established district student learning priorities.

Evidence Gathered to Support Rating

- Group discussion were held with K-12 representation.
- K-12 does have the ability to communicate with parents and students regarding "high leverage" skills.
- Grade 9-12 teachers in each department report out student performance on existing school-wide rubrics (which are aligned with high school 21st Century Learning Expectations).

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

- Some systems are in place but not aligned with "district wide primary goals for learning."
- Inconsistencies exist between buildings/grade levels.

Area Four: Supporting Systems

This group focused 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 were made on the current state of the following:

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

Indicator	Not Present	Beginning	Emergent	Proficient	Excellent
Leadership/Mission Focus		X			
Policy and Regulation			X		
Community Engagement				X	
Resource Deployment		X			

Outcome Four Findings Detail:

1. Leadership/Mission Focus: *(Beginning)*

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.

Evidence Gathered to Support Rating
- Board meeting minutes
- Informal sampling of conversations with parents and teachers
- Survey of board members
- Leadership meeting minutes

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

- Some evidence of support for goals/mission of the district exists, but it is not system-wide.
- Great inconsistencies exist in how the mission is used to drive systematic decision-making and organizational evaluations.
- Alignment that exists seems to be coincidental, rather than intentionally based on mission/values.

2. Policy & Regulation: *(Emergent)*

The Board of Education works with the Superintendent to craft and apply policy that supports the district's pursuit of its Mission and critical goals for learning.

Evidence Gathered to Support Rating

- CABE recommendations

- BOE Policy Sub-Committee meeting minutes

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

- Policies have been updated, and implementation of regulations are consistent with the spirit and intent of the Mission, but both have had some connections with the old Mission and Expectations and not necessarily with the new Strategic Plan.

3. Community Engagement: *(Proficient)*

The district's many stakeholders believe that they are meaningfully involved, engaged, and respected by the leadership structures in the district.

Evidence Gathered to Support Rating

- Survey of parents from each building
- PTO meetings, Superintendent meeting with students advisory, blog, newsletter
- Somers High School Senior Exit Survey from 2018
- Walkthrough results from the different schools

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

- There is a systematic effort by the leaders of the district to involve the school's stakeholders and to ensure that they are respected by all members of the district. Most constituents feel respected, heard, and appreciated by all of the schools and the board itself, but there is little evidence that data is driving continual improvement of the systematic approach at all levels to improve this further.

4. Resource Deployment: *(Beginning)*
Budgets and resources are developed and defended based on alignment with articulated goals for learning and demonstrated Mission-based need.

Evidence Gathered to Support Rating

- Budget presentations and individual building budget processes
- Budget documents
- NEASC Report
- Budget planning calendar

Defining the Gaps – identify and describe the largest gaps between the outcomes described and the current practice.

- There is little connection between Mission, Vision, and budget allocations/development.
- The district is starting to progress in the right direction, but it is very early in the process.

Area Five: Local Context with Challenges and Opportunities

Factors	Challenges	Opportunities
Economics/Demographics		
Fiscal Resources	State funding, tax base, declining population, low tax rate, threat of regionalization, low tax rate, stagnant economic development.	Community supportive of education. Regional buying power.
Age Demographics	Lack of over-fifty housing, people moving out when down-sizing, lower voter turnout.	Large houses available for families with school age children.
Residents' levels of education	11% of residents have not graduated from high school.	Pro-education and reform. 31.30% of Somers residents (all age ranges) have obtained a Bachelor's degree or higher.
Lack of Diversity	Attracting staff to increase diversity. Project Choice.	Project Choice, fewer students leaving district and attending magnet schools.
4.5% of residents are below the poverty level	6.8% of students qualify for free or reduced lunch (increasing rate), changing population.	State level 10.5% of Free and Reduced Lunch.
Special Education needs have increased in numbers and severity.	Supports needed to implement IEPs, mental health and anxiety issues. Social worker at the elementary school. Outplacements could result in significant budget strain.	
504 Population Increasing	Increasing ADHD & anxiety.	
Mental Health Student Concerns	More specialized support.	
Increased DCF Reporting	Changing family dynamics.	

Factors	Challenges	Opportunities
Mandates/Legislation		
Somers Education Foundation	Challenging to support all of the instructional innovations that enhance the teaching of the Somers Student Success Skills.	Support of professional development (teachers & teaching resources.) Allows teachers to reach their full potential. To encourage innovation (technology, robotics, etc.) in the classroom and interdisciplinary instruction.
PTO	Decreasing participation over time.	Funding for student enrichment, strong connection to the parent community.
Professional Development	Align PD with district goals, funding PD, creating needed time for PD. Increasing state and federal professional development mandates constrains our professional growth opportunities.	Help teachers reach their full potential, better prepare students for the future.
Curriculum Mandates	Funding, creating time, PD.	Better preparing students for the future.
Assessment Mandates	Taking time away from instruction, costs of assessments, disaggregating assessments, resources needed to provide the interventions, effective use of data to inform instruction.	Target students needing interventions.
Graduation Requirements	Funding instructional staff and curriculum resources.	Better preparing students for college requirements.
Funding Teacher's Pension Plan	Possible $6 million from town.	
PILOT Funding	Funding decreasing yearly.	

Factors	Challenges	Opportunities
Historical Achievement Data Trends		
SAT Scores		Above state and national averages.
Graduation Rates		Higher than state and national average, increase in the numbers of students going to universities.
Advanced Placement Scores	Be able to offer more AP classes, small sample sizes make it difficult to infer lessons learned from AP test scores.	Good participation rate.
Smarter Balanced Performance (SBAC)	Value and long-term viability of the assessment is unclear, but the district is compelled to administer it.	Need focused programs and resources to increase SBAC scores.
Changing Nature of Learning and Working in a Digital Age		
Robots and artificial intelligence	Low and mid-skill positions will be automated in a variety of industries (not just manufacturing).	New curricular experience in robotics, coding, introduction to computer science. And other STEM courses.
Northeast job market demands finance, accounting, business administration, economics, computer science	Some niche fields (computer science) that would be hard to hire; other fields are not traditionally taught in high school.	New and expanded curricular experience in coding, introduction to computer science.
Skills employers want (critical thinking, teamwork, professionalism, communication, leadership, career management)	Gaps between expectations and the skills employers perceive that employees have.	Align existing NEASC standards and expand existing 21st century skills in curriculum.

Summary of Gaps

Goal Setting Context and Philosophy

- There are consistent conversations about student learning, specifically examining student work through set protocols.
- There is some connection between teacher goals and dialogue, but it could be better.
- There is no consistent protocol for examining student work.

Goal Setting Processes

- School goals need to be connected to a district goal.
- High leverage skills don't consistently show up in Atlas (could be due to incomplete Atlas units).
- The Somers Student Success Skills are a focus by individual teachers but are not the focus of district goals or a part of everyday discussions.
- The role student choice plays in rigor, individual learning styles, and how authentic assignments facilitate mastery needs to be recognized.
- Building goals lack direct connection to high leverage practices. They only refer to how many students will reach an academic benchmark.

Goal Setting Support and Engagement

- Every edition of CampusView should include district goals.
- Goals need to be more explicitly shared with parents.

Materials and Resources

- There is some misalignment among grade levels and departments with what to teach and to what extent (e.g., elementary science, middle school spelling, elementary social studies, books at the high school level and departments).
- Interdisciplinary connections need to be established and solidified.
- Time is needed to plan with other departments and grade levels.
- Alignment between three schools needs impropvement.

AREA TWO: TEACHING FOR LEARNING

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

- Teacher evaluation/administrator feedback needs revisions focus on rigor, higher order thinking, and increased student engagement/learning.

- Parents have limited exposure to what the district (each building cohesively) expects for student engagement.
- Faculty's understanding of what rigor, higher order thinking, and student engagement look like PreK-12 needs to increase.

2. Digital Learning Practices

- Increase professional development in the area of technology use to support higher order thinking, rigor, and sustained engagement
- Improve the overall capacity to design and facilitate digitally supported instructional experiences that support rigorous instruction, higher-order thinking, and sustained engagement.

3. Professional Learning Practices

- Professional development is tied to district priorities, but those priorities are ever evolving.
- More time is needed for staff to meet in both horizontal and vertical teams to further discuss the data and actual implementation of any new initiatives.

AREA THREE: MEASURES FOR LEARNING

1. **Assessment Philosophy**

- Growth Mindset initiative (K-5), but inconsistent across the district.
- Need for greater consistency in approaches to grades and grading.
- Need for greater consistency in approaches to summative assessments throughout grade levels and subjects.

2. Assessment Capacity

- Need for greater consistency in aligning rubrics and scoring protocols for non-standardized assessments.
- Need for greater consistency for common grade level and subject area summative assessments.
- Need for greater consistency in the use of assessment data to target instructional improvements.

3. Performance Data

- Grades in PowerSchool do not reflect the district's priorities.
- Greater consistency is needed in timeliness of data reporting to better support student's learning.

4. Professional Measures of Learning

- Systems are in place, but they are not always aligned with "district high leverage learning goals."

5. School/District Measures of Learning

- Some systems are in place but not aligned with "district wide primary goals for learning."
- Inconsistencies exist between buildings/grade levels.

AREA FOUR: SUPPORTING SYSTEMS

1. Leadership/Mission Focus

- Some evidence of support for goals/mission of the district exists, but it is not system-wide.
- Great inconsistencies exist in how the mission is used to drive systematic decision-making and organizational evaluations.
- Alignment that exists seems to be coincidental, rather than intentionally based on mission/values.

2. Policy & Regulation

- Policies have been updated, and implementation of regulations are consistent with the spirit and intent of the Mission, but both have had some connections with the old Mission and Expectations and not necessarily with the new Strategic Plan.

3. Community Engagement

- There is a systematic effort by the leaders of the district to involve the school's stakeholders and to ensure that they are respected by all members of the district. Most constituents feel respected, heard, and appreciated by all of the schools and the board itself, but there is little evidence that data is driving continual improvement of the systematic approach at all levels to improve this further.

4. Resource Deployment

- There is little connection between Mission, Vision, and budget allocations/development.
- The district is starting to progress in the right direction, but it is very early in the process.

APPENDIX C
Gap Analysis and Priority Setting

As the Data Teams presented their information at the Phase III retreat, each Strategic Planning Committee 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 accomplished well, had systems that supported good practice in place, 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.

The process of having all the individuals on the full Strategic Planning Committee screen and reflect on what was presented, confirmed what the teams found, and identified further patterns of insight into what the most critical challenges facing the district are given the Vision, Mission, and identified skills and attributes of student success. The items that rose to the top in both the group and individual analysis informed decision-making about the strategic priorities for planning future work.

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. Strategic Planning Committee members were then randomly assigned to one of the three areas, and a facilitated Affinity Diagram sorting process was completed. This process involved viewing all of the contributions in each area and finding the relationships between them. Cards representing the individual contributions of each team member were then grouped into areas of commonality, and the groupings were 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

    A. College readiness
    B. Technology infrastructure
    C. Community support
    D. Recognition of the importance of goal alignment
    E. Curriculum development and communication
    F. General, district-wide communication and collaboration
    G. Stakeholder respect, voice, and engagement

Questions – Areas in which more information is needed

    A. How will we set priorities and goal setting based on the new mission statement?
    B. Are financial resources aligned with mission and goals?
    C. How will we educate and inform parents and community?
    D. How can we control/protect against external factors?
    E. How do we solve the major areas of need regarding assessment capacity of the Somers Student Success Skills?
    F. What about teacher-student choice and voice in professional development, goals, and curriculum?

Immediately after identifying the questions listed above, the Strategic Planning Committee discussed their implications. 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, 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 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. The three highest rated items are listed below – all the others will be addressed either through the main strategies or through other district efforts.

Concerns/Biggest Gaps

    1. Align, focus, and rethink professional learning resources on Mission, Vision, and Somers Student Success Skills.
    2. Align instruction, digital resources, authentic assessments, and the analysis of student work.
    3. Align the goals and accountability systems need to align with the Mission and Somers Student Success Skills.

_____

- Increase communication with stakeholders/community about the Mission, Curriculum, and Somers Student Success Skills.
- Align professional development with district and teacher goals.
- Develop protocols around analyzing and assessing student work.
- Align building goals with the Somers Student Success Skills.
- Increase diversity in staff and student population.
- Secure resources to respond to increased student needs related to the Mission and Somers Student Success Skills.
- Provide professional learning for the implementation and assessment of higher order skills and rigor.
- Align budget concerns to the Mission and support of taxpayers.
- Utilize technology more effectively to support the Mission and Somers Student Success Skills.
- Communicate the new Mission Statement.

Somers Public Schools
Strategic Planning Committee

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