Brookfield Public Schools ***Plan of Strategic Action***	2023-2028
	Mission, Focus and Constancy Of Purpose



Create Your Tomorrow

Brookfield Public Schools
Plan of Strategic Action

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Executive Summary

The Brookfield Public Schools completed their last strategic plan in 2016. Just as the district was gearing up for a revision of that framework, the process was overtaken by the external events associated with the global Covid pandemic. As the major disruptive impacts of that catastrophe faded into the background, the district re-organized and set about completing the process it had started with a mindful eye on how the previous two years influenced both the short and long-term priorities of the district. This narrative tells the story of that process and lays out the results of the strategic planning team's work and its implications for the future of the district.

The Board of Education endorsed the relaunching of the planning process in the spring of 2022 and Superintendent Dr. John Barile once again hired Jonathan Costa from EdAdvance in Litchfield as the process consultant. To begin, a new Strategic Planning Team consisting of key staff members as well as Board of Education, student and community representatives was convened to begin the work required to complete the process. The members of this Strategic Planning Team and their affiliations are as follows:

NAME	ROLE
Debbie Brooks	BOE Member
Bob Belden	BOE Chair
John Barile, Ed.D.	Superintendent
Anna Mahon, Ed.D.	Assistant Superintendent
Amy DeNicola-Hickman	Special Education Director
Eric Conklin	Technology Director
Samuel Consalvo	BHS Student
Katerina Anikeev	BHS Student
Devin Murphy	BHS Student
Marc Balanda	BHS Principal
Stephen Baldwin	BHS Athletic Director
Ernesto Davila	BHS World Language Teacher
Laurie Moses	BHS English Teacher
Deane Renda	WMS Principal
Katherine Roman	WMS Special Education Teacher

Adam Robinson	WMS Music Teacher
Heather Batchelor	K-8 Social Studies Instructional Coach
Michael Skelly	Special Education Teacher
David Pepsoski, Ed.D.	HHES Principal - Future CLES Principal
Deanna Pearson	HHES Media Specialist
Marlene Ferguson	HHES Reading Teacher
June Hartel	HHES 2nd Grade Teacher
Debbie Farias	CES Principal - Future Director of Instruction
Kelly Mohr	CES 1st Grade Teacher
Nancy Sommerfeld	CES Kindergarten Teacher
Julie Vaughan	CES ELA Instructional Coach
Marissa Capizzi	Parent
Michelle French	Parent
Rebecca Newman	Parent
Tanya Stanley	Parent

Planning Context

The charge to the planning team was to create a collaborative strategic plan capable of providing direction and focus for the future of the Brookfield Public Schools. The agreed upon goal for the final product was to be a framework that would capture the district's aspirational public education mission by aligning ongoing improvement efforts, incorporating current and future challenges, and prioritizing the gathering of resources that will be applied to support forward progress. To achieve this, the process was tied to the following planning principles:

- Coherence – connect systems and work processes to established priorities across all district processes.
- Ruthless prioritization – understanding that resources and improvement energy is finite and needs to be focused to be impactful.
- Future focused but recognizing the progress and good work that has been done since the last planning process.
- Respect and engagement of students and their families.

Additionally, the following Board of Education requirements were set as important additional guidelines for success:

- Build on previously completed work in the district.
- Build out the Portrait of the Graduate (POG) so that it is current, relevant, and capable of observation and measurement.
- Build on previously initiated work that supports improvements in core (tier one) instruction.
- Incorporate the district's efforts to improve opportunity, engagement, and focused personalized learning processes.
- Incorporate the district's efforts to plan for the transitions related to the opening of the brand new Candlewood Lake Elementary School.
- This process will run from late August of 2022 to early December 2022 – dates and times to be determined.

Finally, the Board of Education and district leadership decided to maintain the focus of the district's previously created mission and Portrait of a Graduate (Critical & Creative thinkers, Communicators, Collaborators, Changemakers). These critical foundational documents were products of the last strategic plan and were deemed to still be relevant and appropriate.

Mission of the Brookfield Public Schools

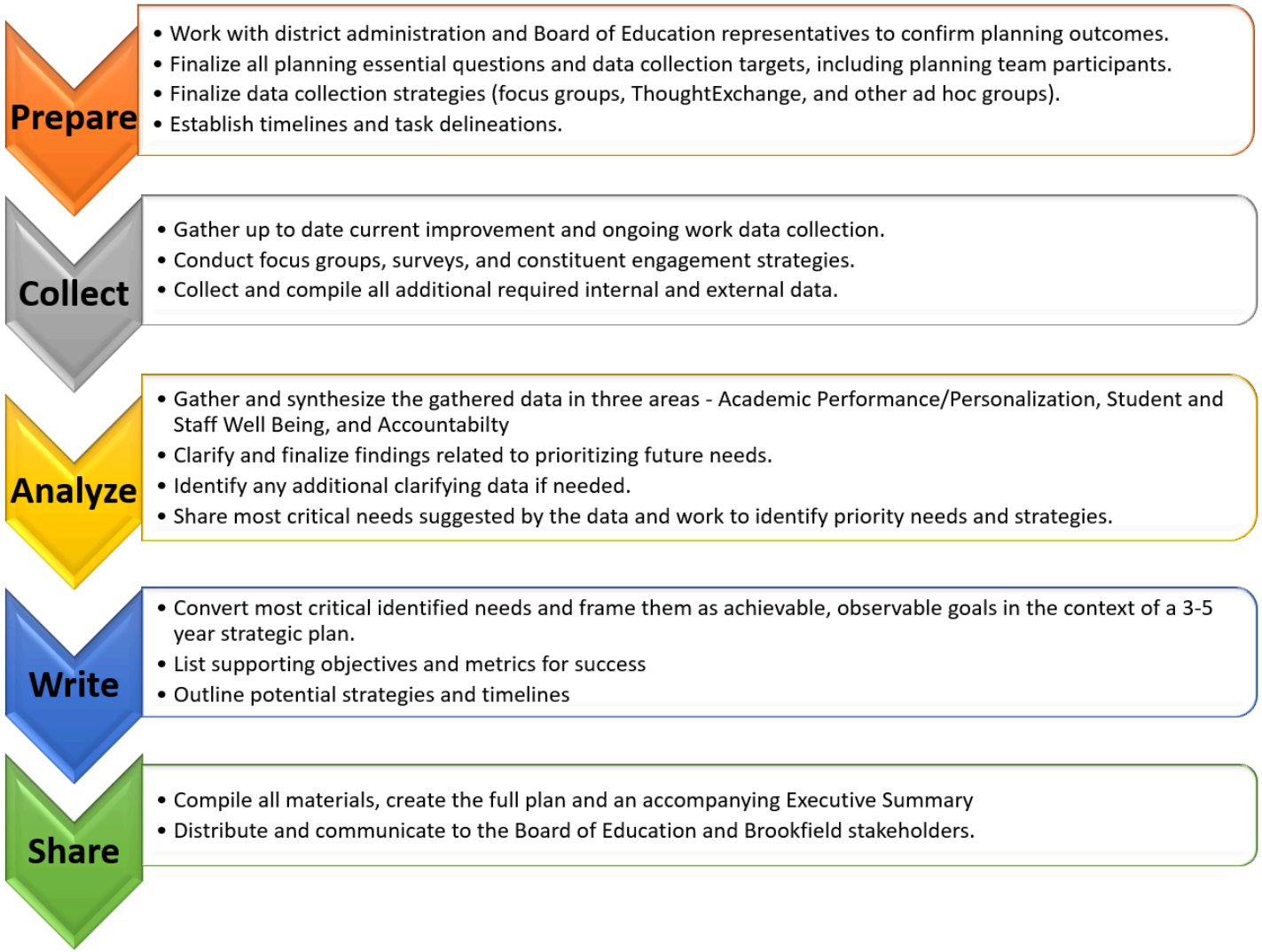
To inspire, challenge and prepare all students to live meaningful and productive lives. Every student is empowered to become a critical & creative thinker, problem-solver, effective communicator, global citizen, and life-long learner through rigorous, relevant and comprehensive educational experiences, expansive student opportunities, and active community involvement.

The Portrait of a Graduate

We believe in order to achieve this mission, every student should graduate from the Brookfield Public Schools as an accomplished critical & creative thinker, communicator, collaborator, and changemaker.

Work Process and Planning Phases Detail

With these guidelines in place, a five-phase process design was created and shared with the planning team. The phase overview and process detail were as follows



Step	Outcomes	Timeframe	Resources
1. Recruit and invite Planning Team participants	● The Superintendent and administration work to identify a representative group of staff and constituents to serve on the Planning Team. Kick-Off Meeting.	**By 8/18/22 12:30pm - 3:30pm**	-Superintendent -Key administrators & representatives
2. Materials production and posting	● Planning materials and online resources (Google Docs) are prepared and customized for the Brookfield Public Schools	**By 9/29/22**	-Consultant
3. Planning Team Preparation Meeting – Planning Launch	● Welcome and introductions. ● Review rationale, outcomes and process plan. Include "big picture" presentations on planning the environment and future needs of students in a digital age. ● Review proposed dates and participation parameters. ● Introduce the Planning Team to the process plan, its outcomes, steps and rationale. ● Survey/Thoughtexchange launch ● Assignments and next steps	**10/18/22 3:30 PM – 5:30 PM**	**.5 day** -Consultant -PT
4. Confirming and Refining the Definition of a Successful Graduate	● Based on a combination of existing materials and district thinking research work done by participants, the planning team works to recommit to the district's Mission and definition of the characteristics of a successful graduate, including indicators of successful obtainment/mastery o Critical & Creative Thinkers o Communicators o Collaborators o Changemakers	**11/10/22 8:30 AM – 3:30 PM**	**1 day** -Consultant -PT
5. Planning, Analysis and Strategy Retreat	● Based on the results of Step 4, Planning Team reviews the existing improvement processes in the district and provides feedback on priorities for Stop, Start, Continue related to ongoing district improvement strategies o Coordinate the opening of the new building and aligned staffing configurations o Use instructional coaches to help focus on rigorous engagement and authentic student learning	**12/6/22 3:30-5:30 PM**	**.5 day** -Materials -SCPG

	o Use instructional coaches to provide embedded, authentic, personalized, student data-driven, just-in-time PD for teachers o Maximize leadership and organizational capacity through targeted feedback o Align all of these efforts with Equity, Engagement, Focused Learning, SEL, Technology Integration o Capitalize on Personalized Learning Advances and the Development of Self-Navigating Learners (intervention/enrichment) o Maximize Differentiated Instruction o Continue to support ongoing curriculum development o Expand 1 to 1 Device Program to include Grades K-7 o Proactively plan for improvements to teacher feedback and capacity building processes.		
6. Planning Work Continues	● District leadership meet to discuss the Planning Team feedback and finalize the prioritization of strategies and alignment of resources for district improvement actions.	**January 31, 2023 - August 2023**	-Board of Education -District Leadership -Administrative Council -School Improvement Teams -Instructional Coaches
7. Communication of Implementation	● Public sharing of district and school implementation plans	**September 2023 - June 2024**	-Board of Education -District Leadership -Administrative Council

Data Collection and Analysis

With the district Mission and desired student outcomes reaffirmed, and the planning customer requirements settled, the data collection and analysis phases could begin. The data collection process is designed to provide insight and context so that the planning team can make the best possible decisions in determining the most significant challenges and opportunities that face the district over the next five years. Additionally, this process provides an opportunity for analysis of external data points that may have an impact on planning. To frame the data collection task, the Strategic Planning Team spent time researching and exploring critical trends that have emerged since the last plan was crafted in 2016. With these themes as background, each member of the planning team created a list of inquiry questions that he/she wanted to have answered prior to committing to strategic priorities on behalf of the district. All of these potential questions were then pooled and then organized and prioritized using a facilitated Affinity Diagram process. The results were the following – 25 inquiry questions organized into six research and data collection groups**.**

Brookfield Strategic Questions – Data Collection

What data collection, research questions do you want answered prior to making decisions about the strategic priorities for the Brookfield Public Schools (consider the planning challenges and pillars of planning)?

Goals for Learning -

1. Input from students - which skills do recent grads want more of and which do they think they could leave behind - and what careers are they pursuing?
2. How meaningful is the current POG in our schools and different grade levels (climate, culture, instruction, curriculum and assessment)?
3. What are considered the essential standards that are absolutely relevant to future success?
4. What comes first - how do we define it? Are we skills first and content second or the other way around?
5. What in our current curriculum has the least connection to what we need to do and what can we cut? What data is out there and what are the gaps?

Measures of Learning -

1. What assessments truly measure what we are trying to accomplish?
2. How are we measuring the four Cs?

Learning Strategies -

1. What research-based teaching strategies and data are available from other districts who have aligned with this mindset?
2. Do we have exemplars of instructional experiences where teachers act as opportunity experts rather than subject area experts?
3. What are the district instructional strategies that we do the same way K-12?
4. Is our school structure conducive to supporting our goals and non-traditional learners?

Leading/Managing Change -

1. More information of successes and failures from 2016 - and underlying reasons why?
2. How do we best change mindsets - how do we get people on the same page and empower them to be part of the change process?
3. How do we best engage the community and parents/students and get them involved in the process - and what evidence that it is happening?
4. What school structures might be impacted by shifting to a new mindset (systems impacts)?
5. How quickly can we implement any of this?

Building Professional Capacity

1. Staff - what tech skills are we comfortable or not comfortable with - what resources are working/not working and what do they wish they had - are we currently using our existing resources to their potential?
2. How do we support teachers as they work to integrate the old with the new….how do we best utilize time to best support that change management process?
3. What are the best practices for professional development in developing the teaching skills required for the POG?

Impact of Other/Outside Factors -

1. What mental health and social emotional support do students think they need?
2. What are the standards for device or screen time in the classroom? How does that change developmentally as the grades progress?
3. Curious about the actual tech access across Brookfield - primarily students.
4. Wiggle room in two areas - after meeting minimums what do we have left - what kind of wiggle room do we have in budgets?
5. What opportunities are currently available for collaboration between schools and the community - and how might they be expanded?
6. What is the demographic future of our community?

With the six data collection categories established, the Strategic Planning Team voluntarily formed data collection teams to pursue each of the assigned questions in these topical areas.

Goals for Learning	Measures of Learning	Learning Strategies	Leading Managing Change	Building Professional Capacity	Impact of Other Factors
Laurie Moses	Ernesto Davila	Amy DeNicola-Hickman	Eric Conklin	June Hartel	Rebecca Newman
Anna Mahon	Marc Balanda	Deane Renda	Bob Belden	Adam Robinson	Marissa Capizzi
Devin Murphy	Katya Anikeev	Heather Batchelor	Kathy Roman	Marlene Ferguson	Sam Consalvo
Debbie Brooks	Julie Vaughan	David Pepsoski	Elena Lopez	Dee Pearson	Michelle French
Nancy Sommerfeld	Mike Skelly	Deb Farias			

Once formed, each team followed the same process design in which the assembled volunteers had the opportunity to bring additional constituents onto their teams, to work together to ensure that they all understood the questions assigned to their groups, and then to create a work plan to go out and gather the data (interviews, surveys, etc.). That gathered data was then sorted and analyzed by the group and readied for collective reporting to the rest of the planning teams. All of the research teams had 8 weeks to complete their tasks.

Data Collection Outcomes and Results

At a data collection review gathering held on November 10th, 2022, groups presented their findings (a full account of all the group's findings are available for review in an online format for those interested in a deep data dive). Each group's results were presented while their colleagues kept track of their impressions and thinking while sorting them into three main areas of reflection – 1. Insights and Ideas, 2. Questions for Further Exploration, and 3. Concerns/Challenges or things we need to do as a result of what we learned. The summary of those reflections is posted below:

Insights/Ideas

1. We should utilize the expertise of the community.
2. Common language on POG, focus on communications and roll-out technique.
3. We need to align instructional expectations for curriculum and technology on a K-12 level.

Questions?

1. How do testing and college readiness impact this program?
2. What are the core competencies of technology and support?
3. What are authentic learning opportunities?
4. How do we evaluate the assessments themselves?
5. What are standards and essential questions?
6. Would this activity have been different pre-pandemic?

Concerns/Challenges and Items We Believe We Need to Accomplish

1. We need to productively engage parents as partners.
2. We need to develop a common understanding of the Portrait of a Graduate.
3. We need meaningful and purposeful professional learning for staff.
4. (There is so much to do) We need to prioritize and focus.
5. We need to ensure that screen time is meaningful and purposeful.
6. We need to ensure that the 4 Cs are integrated across the curriculum so they are consistently taught and assessed.
7. We need to share successful practices across grades and schools.
8. We need to personalize instruction to ensure that ALL learners acquire the 4 Cs.

Knowing that the district is already running at nearly full capacity, the planning team engaged in a prioritization process designed to consolidate the 8 identified needs into a subset of the highest priorities that the district could commit to pursuing and completing with fidelity. This activity led to the identification of the following **three critical priorities** for the next strategic plan and the creation of a fourth ad hoc group which would be formed to ensure that other supporting systems in the district (facilities, budgets, etc.) stay aligned and focused on supporting this strategic plan:

1. Fully explore the definitions and meaning of the "4 C's" (district Portrait of the Graduate) and imbed them into regular teaching, learning and assessment.
2. Ensure that the professional staff have the opportunity to develop the instructional and assessment capacity required to successfully complete the promise of the Portrait of the Graduate.
3. Recommit to acquiring and supporting the most appropriate digital tools required to successfully prepare Brookfield students for their digital futures.
4. Ensure that the supporting systems in the district stay aligned and focused on long-term district success.

With those priorities set, the Strategic Planning Team reorganized itself into three groups, each one aligned with one of the areas of strategic focus. Each of these teams was then charged with framing their area of work so that the district could begin to pursue actions to make those priorities a reality. Those working teams are listed below:

Building Out the 4 C's	Professional Capacity	Digital Learning Tools
Katya Anikeev	Marc Balanda	Eric Conklin
Debbie Farias	Amy DeNicola-Hickman	Deane Renda
Julie Vaughan	Kathy Roman	Bob Belden
Devin Murphy	Anna Mahon	Steve Baldwin
Nancy Sommerfeld	Debbie Brooks	Dee Pearson
Ernesto Davila	Heather Batchelor	June Hartel
Adam Robinson	Laurie Moses	Tanya Stanley
Dave Pepsoski	Marlene Ferguson	Mike Skelly
	Sam Consalvo	Marissa Capizzi

With the teams formed, work to build out each strategy was underway.

Strategy/Goal #1:

The district will develop a Pre-K through Grade 12 standard definition for the dispositions of the Brookfield Portrait of the Graduate (POG) - communication, creative/critical thinking, changemaker, collaboration, and support its implementation across the Pre-K through 12 system to ensure that every Brookfield student is prepared for life, learning and work beyond school.

Indicators of Success:

- POG dispositions are clearly defined Pre-K through Grade 12
- There are clear performance standards/benchmarks for each of the Portrait of the Graduate
- POG explicitly integrated into curriculum at all grade levels and across all subject areas
- POG are assessed at necessary checkpoints (Grades 5, 8, 11 with an opportunity at Grade 12)
- Students show growth over time in each disposition of the POG

I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
• The POG dispositions are not clearly defined Pre-K through Grade 12 • There is no way to measure evidence of learning relative to the POG or student growth overtime in each of the POG dispositions • Curriculum development methodology that can be leveraged is currently being used but has not yet included the POG dispositions across all content areas.	• There is a growing awareness of the POG and its importance and role. • Methods to measure evidence of learning relative to the POG or student growth overtime in each of the POG dispositions are being explored. • Curriculum development methodology is being leveraged for the inclusion of the POG.	• There is a growing awareness of the definitions of the POG and their importance and role. • Methods to measure evidence of learning relative to the POG or student growth overtime in each of the POG dispositions are developed and implemented. • Curriculum has been leveraged for the inclusion of the POG and it is being implemented across the district.	• The POG dispositions are clearly defined Pre-K through Grade 12 • The POG dispositions are integrated into the curriculum at all grade levels and across all subject areas. • The POG is assessed at necessary checkpoints (by Grades 5, 8, 11, with an opportunity at Grade 12) • Students show growth over time in each of the POG dispositions.

Strategy/Goal #2:

The district will meet the needs of each learner (Pre-K through Grade 12) within and beyond the school walls by incorporating authentic, assured, immersive and personalized instructional practices that align with the Portrait of the Graduate.

Indicators of Success:

- Professional development for all district staff, specific to connecting POG to classroom/school experiences and applicable to individual roles, has been designed and implemented
- Rigorous, vertically aligned, standards-based curriculum connected to POG has been designed and implemented
- Research-based instructional and assessment practices that are assured for each student have been designed and implemented
- Universal real-world community connections are in place across the curriculum

I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
● School-based professional development based on school/district improvement plans (certified staff)	● There is growing awareness of the need for professional development based on district-wide student outcomes	● Professional development for all district staff, specific to connecting POG to classroom /school experiences and applicable to individual roles, are being designed and implemented	● Professional development for all district staff, specific to connecting POG to classroom/school experiences and applicable to individual roles, has been designed and implemented
● State standards-based grade/course curriculum	● There is growing awareness of the need for curriculum development based on district-wide student outcomes	● Rigorous, vertically aligned, standards-based curriculum connected to POG dispositions are being designed and implemented	● Rigorous, vertically aligned, standards-based curriculum connected to POG dispositions has been designed and implemented
● Limited grade-level/course assured classroom experiences (instruction and/or assessments)	● There are some grade-level / course assured classroom experiences (instruction and/or assessments) with the POG being developed and implemented	● Research-based instructional and assessment practices that are assured for each student have been designed and implemented	● Research-based instructional and assessment practices that are assured for each student have been designed and implemented
● Limited community connections through specific programs across varying grades (curricular and co-curricular)	● There is a desire for more community connections through specific programs across varying grades (curricular and co-curricular)	● Universal real-world community connections are being developed across the curriculum	● Universal real-world community connections are in place across the curriculum

Strategy/Goal #3:

Discussions regarding teaching, learning, and curriculum will include digital tools for learning as a key component in the Brookfield Public Schools. The district will provide ongoing, meaningful, and purposeful learning opportunities for staff so that our educators will become effective in the incorporation of digital tools for learning. Investment in district technology will prioritize digital tools for learning to enhance curriculum and support the portrait of a graduate.

Indicators of Success:

- Curriculum writing will include a "digital tools for learning" component
- Periodic surveys and feedback from educators will evaluate progress and identify inhibitors
- Professional learning will prioritize knowledge and use of digital tools for learning
- Educators will be provided with real world professional learning opportunities to understand how technology is used or will be used
- Budget priorities will reflect, and budgets will include, investment in digital tools for learning - the district works to anticipate and integrate new tools with intentionality

I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
• Not formalized in current structure	• There is an exploration of the most effective way to formalize this process in the curriculum structure	• Most curriculum have a digital learning tools component	• All curriculum has a digital learning tools component
• Not required, collected, or discussed	• There is a growing awareness for why these elements should be required, collected, and discussed	• Feedback is being gathered from staff	• Regular feedback from all staff
• Some professional learning has digital tools for learning	• Professional learning increasingly uses digital tools for learning	• Some professional learning will have digital tools for learning	• Majority of professional learning will have digital tools for learning
• No formalized program	• There is a growing awareness of the need for a formalized program	• Many educators have an external learning opportunity	• Every educator has an external learning opportunity
• Some digital tools, mostly infrastructure related	• More digital tools are being discussed as critical to student success	• Many budgets have digital learning tools component	• Budgets have digital learning tools component

Strategy/Goal #4:

Continuously improve District Systems & Structures in alignment with the Portrait of the Graduate (POG) to ensure school operations best support quality education, including:

Indicators of Success

- Well Controlled Financial & Operational Management
- Continued Development of technology infrastructure capacity
- Efficient & Well Maintained Facilities
- Timely & User Friendly Communications / Community & Staff Engagement
- School Security - Continuously Enhance Protocols and Facilities
- Board Policies that Support Teaching & Learning

Collaboration with our partners to develop strategic action plans to support each priority area:

• CLES Planning Team	Transition & Development of Brand New School Culture
• CREC	Special Education Program Review
• CIAC	Athletic Program Review
• Marx/Okubo	Building Conditions Study
• CIRMA & CT Center for School Safety	Security Vulnerability Assessment / Ongoing Training
• NEASC	PreK - 12 Program Review
• CABE	Policy Services
• TBD	Enrollment Study