

# **PELHAM PUBLIC SCHOOLS**



## **STRATEGIC PLAN 2014-2019**

"Inspiring a Standard of Excellence for *All* Students"

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Special thanks to Mrs. Maria Carovillano and Mrs. Stephanie Pollock for their assistance.



**PELHAM  
PUBLIC  
SCHOOLS**


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**Peter Giarrizzo  
Superintendent of Schools**

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Dear Pelham Community:

Guided by the mission of the Pelham Public Schools, "Inspiring a Standard of Excellence for All Students," the Board of Education and I began forming a process to develop a new five-year Strategic Plan for our schools last summer. As we talked, it was important to us that any new Strategic Plan reflects the voices and collective values of our community. Almost a year later, more than 3,000 school and community members joined us in this endeavor. They included approximately 100 students, staff, parents, community leaders and residents who attended 18 focus groups and 25 residents and staff members who attended our community forum. In addition, 2,848 school and community members completed surveys, including 634 parents, 532 students in grades 3-5, 1,409 students in grades 6-12, 235 staff members and 38 community leaders/residents. Another 90 school and community members also helped us sort through and prioritize the responses and eventually identify four goals and their action plans.

### **The Goals**

A Strategic Plan must be designed to significantly advance all operations of the District while reflecting the hopes, dreams and core values of the community. Our plan focuses on four goals that address the common themes we heard over and over again throughout our information-gathering phase. Collectively, they represent a systemic restructuring of how we think about teaching and learning. The goals are:

- Systemically integrate the principles and content of 21<sup>st</sup> Century learning into academic and co-curricular programs to prepare all students to meet current and future challenges,
- Provide well-articulated, coordinated networks of support as well as targeted instruction for every K-12 learner,
- Foster the social-emotional development of all students to promote wellness of the "whole child" and to support every learner's growth and success, and
- Build a professional culture of learning, effective feedback and growth for every employee, inspiring a standard of excellence for all.

These four goals will serve to unify our work, strengthen our agenda for teaching and learning, and propel us forward in a focused, deliberate manner. Each goal is rooted in the need for effective feedback for both students and staff as well as in meaningful content that is relevant, challenging and personally engaging to all students and staff. Accountability is inherent in the plan as the action plans clearly articulate our projected measures of success.

Gloria Steinem once said, "Without leaps of imagination or dreaming, we lose the excitement of possibilities. Dreaming, after all, is a form of planning." As I complete my first year as your Superintendent, it is with pride that I recommend this Strategic Plan that reflects the core values of Pelham in such meaningful ways.

Very truly yours,

Peter Giarrizzo  
Superintendent of Schools



## Strategic Goals 2014-2019

Systemically integrate the principles and content of 21<sup>st</sup> Century learning into academic and co-curricular programs to prepare all students to meet current and future challenges.



Provide well- articulated coordinated networks of support as well as targeted instruction for *every* K-12 learner.



Foster the social-emotional development of *all* students to promote wellness of the “whole child” and to support every learner’s growth and success.



Build a professional culture of learning, effective feedback and growth for every employee, inspiring a standard of excellence for all.



# FOUR PILLARS



## **The Research and Development Process**

### **Purpose**

The Pelham Public School District has a long history of excellence and there is a deep sense of pride throughout the schools and the community. Students achieve well on many measures, including standardized tests and college placements. The Board of Education and the District leadership understand that there is much more that defines success in the 21<sup>st</sup> Century and that the demands on our educators and students are changing rapidly in our very complex, global society. Understanding that the greatest organizational gains will be accomplished with focus, persistence and tightly aligned resources, the Board of Education embarked upon a research and development process that was highly inclusive of all constituents. The Board defined the purpose of the planning process as narrowing and prioritizing wide bodies of work and competing interests in order to best serve Pelham's pupils in the next 3-5 years.

### **Surveys**

Baseline data was gathered from more than a thousand people who responded to surveys specifically designed for groups within the Pelham Public School community: parents; community members (non-parents); faculty and administration; support staff and students in grades 3-12. Surveys were completed in January 2014. All surveys had open-ended comment spaces for respondents to elaborate on their opinions and make specific comments.

### **Community Forum**

An open Community Forum was held on Saturday, February 8, 2014 to hear community members' opinions about the current strengths of the District, their thoughts about needs for growth and their observations about challenges the District must prepare for in order to serve students exceptionally well in the future.

### **Focus Groups**

Interviews and focus group meetings were structured to gather input regarding the strengths of the District and to prompt people close to the District to begin to consider what the District's strategic goals should be for the next 3-5 years. Starting in mid-January, approximately 110 people in 22 focus groups met with the facilitators. Their opinions were added to the survey results and the points made at the Community Forum. All input was shared with members of the Strategic Plan Leadership Team in the next phase of work.



### **Charge to the Strategic Plan Leadership Team**

The leadership team of 32 people was comprised of Board members, support staff members, teachers, parents, administrators and the Superintendent. Over the course of three sessions, the team was charged with: Interpreting the data from surveys and forums; identifying pressing themes and trends; debating the importance of each area of need that was identified; narrowing the areas of focus to four specific high- yield targets; and crafting the wording of the final goals.

### **Diversity Task Force Report**

Another group of dedicated educators, Board members and parents was working simultaneously with the Superintendent to address District needs and goals as they connected to issues of diversity. Four sub-committees explored the extent to which the Pelham Public Schools meet the needs of its diverse student body and community through the lenses of curriculum, cultural responsiveness, parent communication and engagement, and student achievement. The Task Force's final report was received by the Board in May 2014. Many of the action steps recommended by this Task Force are similar or complementary to the recommendations of the Strategic Goal Action Plan teams; therefore the Diversity Task Force's action steps have been incorporated into this report and cross-referenced as such.

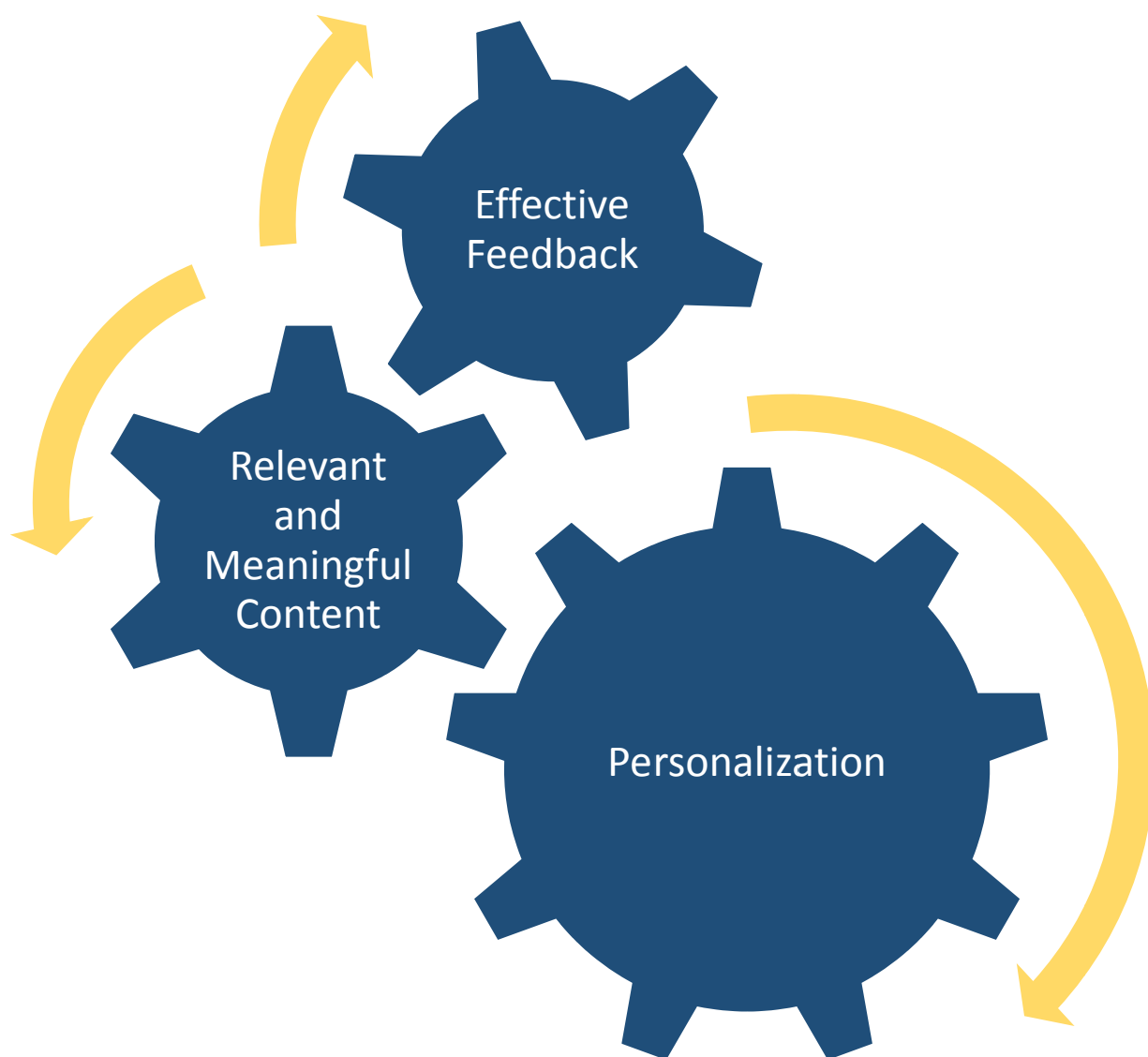
### **Charge to the Action Plan Teams**

A team of District educators, Board members and parents was assigned to each of the four strategic goals. The charge to the teams was to delineate the most powerful action steps that would propel the District toward accomplishment of the goals. The action steps were to be the building blocks for students' and educators' greater success, and also the steps which would enable the District to break new ground and become a leader in the work surrounding each goal.





## CONNECTING THEMES



## **Contributors**

Approximately three thousand voices contributed to the ideas and discussions that formed the basis for the final four goal statements which will guide District work through 2019. In addition to the parents, students, employees, board members and community members who completed surveys, attended a community forum and/or participated in focus groups, the following volunteers devoted many hours to the thoughtful crafting of the goals and the supporting action plans:

### **Strategic Planning Leadership Team**

Beth Blanc  
 Claire M. Cavalli  
 Will Cavanagh  
 Eugene J. Farrell  
 Beth A. Finkelstein  
 Steven M. Garcia  
 Peter Giarrizzo  
 Jeff Ginsburg  
 Virginia Hartmere  
 Angela Iadavaia-Cox  
 Michael P. Klein  
 Paula Perrotti Lampson  
 Julie Liebersohn  
 Richard P. Limato  
 Stephen Luciana  
 Virginia Manganiello

Rosemary G. Matthews  
 Kit Meyer  
 Eileen Miller  
 Nancy Montano  
 Julia Fuller Nakayama  
 Meredith Ohmes  
 Peggy O'Leary  
 Frank Orfei  
 Michael Recca  
 Robert Roelle  
 Thomas Roksvold  
 Angelo M. Rubbo  
 Michele Tarazi  
 Maria H. Thompson  
 Michael A. Tromblee  
 Kelly Ulto



### **Committee #1**

*Foster the social-emotional development of all students to promote wellness of the “whole child” and to support every learner’s growth and success.*

\* Richard P. Limato (Principal, Prospect Hill School)

\* Maria H. Thompson (Social Studies Supervisor, Pelham Memorial High School)

Lisa Arbaleaz (Grade 1, Siwanoy)

Virginia Hartmere (PACT)

Thomas F. Imperato (Board of Education)

Tricia Marsh Joseph (Psychology, Pelham Middle School)

Kathleen S. McCarthy (Kindergarten, Colonial School)

Melissa Ronan (Community Care Center)

Madeline Smith (Board of Education)

Michele Tarazi (PTA Council)

Emlyn Taveras (Art, Hutchinson School)

### **Committee #2**

*Provide well-articulated coordinated networks of support as well as targeted instruction for every K-12 learner.*

\* Julie Liebersohn (District K-5 Staff Developer, English-Language Arts)

\* Rosemary G. Matthews (Assistant Superintendent for Pupil Personnel Services)

Kim Asfendis (Special Education, Siwanoy School)

Luis Barcelo (Guidance, Pelham Memorial High School)

Jessica L. Constantine (Grade 6, Pelham Middle School)

Jacy L. Gerhardt (Grade 2, Colonial School)

Lisa E. Kiernan (President, Board of Education)

Julia Martin (Kindergarten, Prospect Hill School)

Kit Meyer (Parent, Siwanoy School)

Michael Recca (Board of Education)



### **Committee #3**

*Systemically integrate the principles and content of 21<sup>st</sup> Century learning into academic and co-curricular programs to prepare all students to meet current and future challenges.*

\* Claire M. Cavalli (Grade 2, Colonial)

\* Steven M. Garcia (Assistant Superintendent for Curriculum, Instruction & Personnel)

Kate Alix (Grade 4, Prospect Hill School)

Steven Beltecas (Science, Pelham Memorial High School)

Angela M. Calvelli (Foreign Language, Pelham Memorial High School)

Marianne L. Gilland (Board of Education)

Lisa E. Kiernan (Board of Education)

Linda Mancia (Social Studies, Pelham Middle School)

Kathleen Ritacco (Grade 1, Hutchinson School)

Thomas Roksvold (Science, Pelham Middle School)

Bryan S. Sans (English, Pelham Memorial High School)

Patricia Satalich (Technology, Pelham Middle School)

Gail Sider (Grade 5, Siwanoy)

### **Committee #4**

*Build a professional culture of learning, effective feedback and growth for every employee, inspiring a standard of excellence for all.*

\* Beth A. Finkelstein (District K-5 Staff Developer, Mathematics)

\* Robert Roelle (Principal, Pelham Middle School)

Kate Castellano (Grade 1, Colonial School)

Will Cavanagh (Board of Education)

Tricia Galloway (Grade 5, Prospect Hill School)

Dana Gentile (Grade 3, Hutchinson School)

Jeff Ginsburg (Parent, Colonial School)

Catharine Marra (Special Education, Pelham Middle School)

Peggy O'Leary (Board of Education)

Michele O'Neil (Grade 3, Siwanoy School)

Frank Orfei (Pelham Teachers' Association, Pelham Memorial High School)

\*Chairs



We appreciate the vision, leadership and commitment of the educators, Board members, support staff and community members of the Pelham Public Schools who are deeply devoted to the students and families of Pelham.

Report submitted by,

Deborah Raizes, Facilitator

Judith Wilson, Facilitator

June 8, 2014





## STRATEGIC PLANNING GOAL:

*Systemically integrate the principles and content of 21<sup>st</sup> Century learning into academic and co-curricular programs to prepare all students to meet current and future challenges.*

In order to meet current and future challenges of the 21<sup>st</sup> Century, all Pelham students will:

- Think critically and creatively to solve problems with multiple literacies
- Collaborate and communicate effectively as self-directed learners
- Integrate technologies seamlessly to enhance excellence in learning
- Become productive members of a diverse global community

Target Area	Action Steps		Details	Evidence of Success	Results
21 <sup>st</sup> Century Learning	1	<b>Establish a K-12 Innovation and Creativity Steering Committee</b> <ol style="list-style-type: none"> <li><b>Identify guiding principles of innovation, creativity and critical thinking</b></li> <li><b>Re-examine current curriculum for relevancy to students' lives and 21<sup>st</sup> Century</b></li> <li><b>Research and visit models in public and private institutions</b></li> <li><b>Pilot innovation centers in schools</b></li> <li><b>Develop a roster of community experts</b></li> </ol>	Consider external partners (booklists, resources, grade level projects, assessments and course offerings)          Makers' spaces; collaboration and creativity centers	Agendas and progress reports  Recommendations to the Superintendent and Board  Frequency of use across disciplines  Products created by pupils	
	2	<b>Foster a culture where growth is at the center of learning</b>	Purposeful adoption of a growth mindset throughout the District for students and adults;	Greater levels of class participation  Students pursuing interests , studies and research independently	



Target Area	Action Steps		Details	Evidence of Success	Results
			<p>Study work of Carol Dweck: <u>Mindset</u></p> <p>Learning to learn; Learning from missteps, flaws, successes and failures.</p> <p>Strengthening abilities to think by focusing on processes of learning.</p>		
	3	<b>Expand secondary course offerings to include programming and at least one Asian language</b>	First immediate step before analysis of full program of studies.	<p>Enrollment levels</p> <p>Need for advanced levels in 2016-17</p>	
	4	<b>**Promote flexibility among students' academic groupings at the secondary level;</b>	<p>Removing barriers imposed on students' motivation and potential</p> <p>Open access to Honors/Advanced Placement</p> <p>Rigor and high expectations for all pupils</p>	Enrollment and success rates analyzed by course	
	5	<b>Investigate IB Program for Middle School</b>	Rigor and high expectations for all pupils	Specific recommendation to adopt IB or forego IB option	
	6	<p><b>Implement 1:1 Chrome book initiative</b></p> <p>a. <b>Set specific expectations for use and for determining success of 1:1</b></p>	<p>How does teaching change?</p> <p>How does learning change?</p>	<p>Student survey</p> <p>Staff survey</p> <p>Creation of model lessons</p>	



Target Area	Action Steps		Details	Evidence of Success	Results
	7	Determine viability of world language studies at the elementary level K-6  a. Review research  b. Visit/interview model programs	Research on the impact of learning a second language at an early age is strong and positive;  a. Study Research on benefits to learning and brain development  b. Identify target language  c. Explore possibilities of dual language programming  It is as much about the learning impact on the brain as it is about the language	Make recommendations to the Superintendent and the Board	
	8	<b>Integrate STEAM strand K-12</b>	Creating an integrated, inquiry-based science, technology, engineering, art (architecture), math strand of experiences K-12	Every grade level has a set of learning experiences designed around STEAM;  Experiences form a continuous strand; Enrollment in higher level math and sciences increases overall and for all students by gender and race	





Target Area	Action Steps		Details	Evidence of Success	Results
	9	<b>Provide effective feedback and effective questions to students to foster critical and creative thinking</b>	Effective feedback is both an art and a science; powerful questioning techniques can propel thinking and learning to new levels.	Direct observation of educators' skills/application  Direct application in one subject area as focused practice for educators	
	10	Create an electronic bank of best practices and resources for K-12 educators		Populated sites  Frequency of use  Shared resources and best practices embedded into culture of Pelham	
	11	Expand authentic learning experiences  Field experiences that are culturally rich and diverse and which open new doors to the practices of 21 <sup>st</sup> Century work and problem solving  Partner with global organizations	Real-world challenges and community based experiences for learning  Virtual or in-person  Student option and design when possible  Integrated into curriculum  International schools  Asia Society  Philanthropic organizations devoted to global issues	Lesson plan design  Set standard of expectation for quantity per quarter of per year in each class  Embedded into each course of study/curricula  Partnerships approved at Supt/Board level  Grants accepted  Field experiences approved	



Target Area	Action Steps		Details	Evidence of Success	Results
			<p>Corporate foundations</p> <p>Senior exploration experiences in late spring (research, career shadowing, internships)</p> <p>Reduce standardized testing in order to focus on authentic assessment</p>		
	12	Create systems and venues for collaborative work for teachers and for students ; internally and beyond district borders	Collaboration in planning, design, problem-solving, creation	<p>Analysis of use of professional learning time;</p> <p>Analysis of frequency and type of opportunities available for pupils</p>	
	13	**Study/create K-5 learning opportunities available to students across all four elementary schools	<p>Students have special interests that are not all reflected in the curriculum or that carry student thinking beyond the scope of the daily curriculum.</p> <p>Additionally, bridging the boundaries of elementary schools</p>	Participation levels with all segments of the student body well represented	



Target Area	Action Steps		Details	Evidence of Success	Results
			Academies could be outside of the school day/year and short term to allow for fluid participation		
	14	Develop capstone performance-based assessments for grades 5, 8, and 12	<p>Personalized projects, choice, showcase for learning and skill development; Integration of creative and critical thinking as well as tech and communication skills.</p> <p>Culminating experiences which mirror the District's definition of 21<sup>st</sup> Century learners</p>	<p>All students engaged</p> <p>Archived models</p> <p>Student feedback on learning experience; self-assessments</p>	
	15	Implement student mentoring programs	<p>Also recommended in social emotional wellness plan and in support networks plan</p> <p>Peer to Peer</p> <p>Adult to student for shadowing and understanding 21st Century workplace challenges</p>	<p>Student feedback</p> <p>Mentor feedback</p>	



<i>Target Area</i>	<i>Action Steps</i>		<i>Details</i>	<i>Evidence of Success</i>	<i>Results</i>
	16	Design curriculum content that activates the emotional connection and commitment to the use of critical thinking with multiple literacies	Create a set of questions and standards that is applied to all curriculum design	Curriculum revision and adoption	

\*\*Denotes recommendation also made by Diversity Task Force

**Action steps in bold print will be the first priority steps in 2014**

Target Area	Action Steps	Supporting Information	Metrics/Evidence of Success	Results	
Networks of Support	1	<p><b>Define and align staff members' roles and responsibilities</b></p>	<p>Analyze gaps and overlap of services</p> <p>Align communication</p>	<p>Job descriptions revised</p> <p>Organizational chart revised</p> <p>More effective services to students</p>	
	2	<p><b>Build strong networks of support for all major points of students' transitions</b></p> <p>a. <b>Pre-kindergarten screening with follow up on results</b></p> <p>b. <b>New entrants receive specific supports</b></p> <p>c. <b>ELL students to be provided with multi-faceted supports in school and in community</b></p> <p>d. <b>5<sup>th</sup>-6<sup>th</sup> transition plan</b></p>		<p>Survey feedback from parents and students</p> <p>Analyze first quarter grades in transition years</p>	



Target Area	Action Steps	Supporting Information	Metrics/Evidence of Success	Results
	<ul style="list-style-type: none"> <li>e. 8<sup>th</sup>-9<sup>th</sup> transition plan</li> <li>f. 12<sup>th</sup>-college/career transition plan</li> <li>g. Study possibilities for 9<sup>th</sup> grade academic year supports (peer, mentors, seminars, etc.)</li> </ul>		Collect post-graduation data on college success and attrition	
	<p>3 <b>Mobilize and enhance resources to focus on supports for development of early learning (Kindergarten screening through grade 2)</b></p> <ul style="list-style-type: none"> <li>a. <b>Refine kindergarten questionnaire and early parent communication</b></li> <li>b. <b>Coordinate professional planning time</b></li> <li>c. <b>Reimagine how supports can be delivered</b></li> <li>d. <b>Maximize use of kindergarten screening tool</b></li> <li>e. <b>Implement co-teaching vs. pull-out services</b></li> </ul>		<p>Track needs for supplemental and support services in upper elementary grades</p> <p>Analyze standardized test results by cohort and by grade level and school</p>	



Target Area	Action Steps	Supporting Information	Metrics/Evidence of Success	Results
	f. <b>Create pre-K supports and services</b>  g. Create banks of IF-THEN strategies and resources for teachers  h. Reconfigure delivery of services for students with disabilities			
	4 <b>Enhance professional expertise in providing effective feedback to learners in order to maximize their engagement and success</b> a. <b>Develop and adopt a common K-12 framework for effective feedback</b>  b. Provide professional learning experiences and time to ensure that all Pelham educators can provide feedback that is goal referenced, transparent, actionable, user friendly, timely, on-going and consistent	Also a priority in two other action plans: 21 <sup>st</sup> Century learning and social-emotional wellness	Analyze standardized test data  Feedback from students and staff	



<i>Target Area</i>	<i>Action Steps</i>	<i>Supporting Information</i>	<i>Metrics/Evidence of Success</i>	<i>Results</i>
	c. Develop a plan for targeted implementation (i.e., in a particular domain or discipline)			
	<p>5    <b>**Provide seamless support systems to meet students' needs</b></p> <ul style="list-style-type: none"> <li>a.     <b>Research electronic student portfolios for gradual rollout in 15-16</b></li> <li>b.     <b>Research individualized/ Personal learning plans for gradual rollout in 15-16 (differentiation)</b></li> <li>c.     Begin formal study skills instruction in lower grades</li> <li>d.     Assess need for counseling support in elementary schools (to also address social emotional needs and act as "case managers")</li> <li>e.     <b>Refine RTI K-5 (response to intervention)</b></li> <li>f.     Develop RTI 6-12</li> </ul>	<p>Improved communication about students' needs and strengths, interests and talents, across the district (vertical and horizontal)</p>          <p>Create RTI systems that are closer to real-time needs, flexible and multi-tiered</p>	<p>Analyze standardized test data</p> <p>Feedback from students, families and staff</p>	





Target Area	Action Steps	Supporting Information	Metrics/Evidence of Success	Results
	g. <b>Restructure instructional time to maximize services to students</b>  h. <b>Develop mini-networks of supports around individual students</b>  i. Increase intervention supports and services  j. Strengthen co-teaching models  k. <b>Create tutoring centers for before, during and after school</b>  l. <b>Maximize secondary level Academy Period for all learners</b>	Drop in tutoring centers would support <i>all</i> learners as they need additional instruction or supports  Build on strong foundation of time for Academy Period		
	6 <b>**Enhance parental partnerships in students' learning</b> a. Create Pelham You  b. Welcome packets for new families  c. Mentor support of new entrants and their families at each school  d. Web resources		Parent feedback on formal surveys  Frequency of use data	



Target Area	Action Steps	Supporting Information	Metrics/Evidence of Success	Results
	<ul style="list-style-type: none"> <li>e. Expand parent portals</li> <li>f. Provide multi-language translations and banks of resources for parents</li> <li>g. Implement new entrance protocols</li> <li>h. Improve early parent communication</li> <li>i. Model effective parent-teacher conferences</li> <li>j. Free access to college admission test prep programs, materials</li> </ul>			
	<p>7 Increase partnerships with community organizations and agencies, colleges and universities, and state organizations and agencies in order to maximize services for pupils.</p> <ul style="list-style-type: none"> <li>a. Pelham You</li> <li>b. Support of new entrants and their families</li> <li>c. Tutoring center manpower</li> </ul>	Utilize high value, untapped resources in community and region	<p>Analyze dollars, in-kind services, grants and resources given to district</p> <p>Frequency of use at tutoring centers and of Pelham resources</p>	



<i>Target Area</i>	<i>Action Steps</i>	<i>Supporting Information</i>	<i>Metrics/Evidence of Success</i>	<i>Results</i>
	d. Innovation support e. Research and development support			

\*\*Denotes recommendation also made by Diversity Task Force

**Action steps in bold print will be the first priority steps in 2014**



## STRATEGIC PLANNING GOAL:

*Foster the social-emotional development of all students to promote wellness of the “whole child” and to support every learner’s growth and success.*

The Pelham Public Schools are committed to a culture that promotes, nurtures and fosters:

- Self-awareness
- Social awareness
- Relational skills
- Responsible decision-making
- Management and understanding of emotions and behaviors

Target Area	Action Steps	Supporting Information	Metrics/Evidence of Success	Results
Social-Emotional Development	<p>1 <b>Establish a Wellness Committee Task Force that is multi-disciplinary, represents K-12 and focuses on social-emotional wellness</b></p> <p>a. <b>Compose the mission and vision that clearly reflects the work of the Strategic Plan Leadership Team</b></p> <p>b. <b>Conduct needs assessment of all constituents to identify priorities/Use a research based survey on school culture/Enlist local University assistance</b></p> <p>c. <b>Identify and evaluate existing programs, curriculum and services K-12</b></p>	Include community specialists/partners (Nursing, counseling, group work, health education, community partner services, informational and intervention services, etc.)	<p>Creation of Task Force</p> <p>Agendas</p> <p>Needs assessment completed and data reported to Superintendent</p> <p>Internal audit of existing programs and services completed</p>	



Target Area	Action Steps	Supporting Information	Metrics/Evidence of Success	Results
	2 <b>Develop systemic and systematic K-12 social-emotional wellness standards and curriculum</b> a. <b>Learn about the nation's best research-based curriculum</b>  b. <b>Visit or interview schools currently integrating those programs</b>  c. <b>Build upon NY State model curriculum</b>	Examples: Responsive Classroom, PBIS, GLSEN, anti-addiction programs, positive decision-making skills, nutritional choices, depression awareness, suicide awareness, social skills, etc.	Board adopts standards  Board adopts curriculum and recommended program for universal, consistent implementation K-12	
	3 <b>Promote school environments that are healthy, safe, supportive, engaging and inspiring</b> a. <b>Create and maintain a physical environment that is safe and aesthetically attractive</b>  b. <b>Create/display visible messages that are positive and inspiring</b>  c. <b>Support a culture of kindness modeled by every adult</b>	How do we speak to one another? How do we ask questions and raise concerns? How do we correct and guide students? How do we use effective feedback for positive results?  Every child is known and cared about  Every student's uniqueness understood and appreciated	Bi-annual survey of staff and pupils  (i.e., National School Climate Survey)  Annual data disaggregated by school, year to year trends charted, report to Board	
	4 <b>** Host District-wide celebrations which showcase diversity, acceptance, appreciation and understanding of peers</b>	Emphasize diversity of content and of participating pupils in existing annual programs	Supervisors and principals set goals and monitor attainment of goals	



Target Area	Action Steps	Supporting Information	Metrics/Evidence of Success	Results
	5	<p>**Create curriculum-based opportunities that foster relationships beyond the school day and the school boundaries.</p> <p>(Art, Robotics, Music, Chess, World language, Frisbee, Cycling, Programming, Game Design, App Design)</p>	Annual report to Superintendent on opportunities offered and participation levels	
	6	<p>Implement K-12 systemic programs and experiences designed to foster social emotional growth</p> <p>Define grade level experiences that all pupils participate in (small assemblies, field trips, classroom activities, peer to peer performances/skits)</p> <p>Opportunities for self-selected discussion and learning groups (Topics of transition, divorce, eating choices, ADHD, sexual orientation, etc.)</p>	<p>Annual report to the Superintendent on opportunities offered and participation levels</p> <p>Student response to survey questions about the quality and importance of opportunities</p>	
	7	<p>Create systems for mentoring of pupils: adult to student and peer to peer; every student to have a trusted adult in the Pelham Public Schools</p> <p>Identify models in other districts Build upon existing pockets of Pelham mentorships Start in areas of high transition stress</p>	<p>Structured mentor programs in place</p> <p>Formal feedback from mentors and mentees</p>	



<i>Target Area</i>	<i>Action Steps</i>		<i>Supporting Information</i>	<i>Metrics/Evidence of Success</i>	<i>Results</i>
	8	Electronic resource bank of information, research and services made available for employees and families		Availability Information current Frequency of use	

\*\*Denotes recommendation also made by Diversity Task Force

**Action steps in bold print will be the first priority steps in 2014**



## STRATEGIC PLANNING GOAL:

*Build a professional culture of learning, effective feedback and growth for every employee, inspiring a standard of excellence for all.*

The Pelham Public Schools can only meet its mission of inspiring a standard of excellence for all students when all employees, as lifelong learners, are also inspired to a standard of excellence. Through its commitment to a high standard of professional learning opportunities for all employees, the district will plan for the best use of talent, time and content in order to maximize the capacity of all adults who serve our pupils.

Target Area	Action Steps	Supporting Information	Metrics/Evidence of Success	Results
Professional Development	1 <b>Define and align staff members' roles and responsibilities in order to strengthen K-12 coordination and collaboration</b>  a. Create current and relevant job descriptions for all employees charged with planning or delivering any professional learning opportunities	(i.e., coaches, mentors, supervisors, coordinators, staff developers)	Completion, Board adoption and clear communication to staff.  Collaborative planning and effective delivery of professional learning opportunities for all employees.  Annual survey feedback from staff.	
	2 <b>Form a Professional Learning Advisory Council (PLAC)</b>	Responsible for direction, vision, design of framework and assessment of quality of professional learning	Formation  Agendas  Staff surveys	





Target Area	Action Steps	Supporting Information	Metrics/Evidence of Success	Results
	3 <b>Adopt principles through which all professional learning in the district will be framed and evaluated; create learning framework for consistency and focus</b>	Publication of principles; adoption of standards for a high quality professional learning system	Adopted, communicated throughout district, built into annual assessment	
	4 Create and implement feedback loops in order to strengthen quality of learning experiences, foster reflective practice and identify needs for next levels of learning.	Effective, high quality feedback is one of the major drivers of high levels of achievement	Surveys  Reflective prompts in self-assessments  Every employee with a written learning goal	
	5 Communicate long term plans (annual) for professional learning opportunities	Creates purpose, vision and Connected learning	Description for the full year  Calendar set with details	
	6 Develop system for archiving and distributing best resources for all employees to reference/utilize  a. Create searchable electronic banks of internal and external resources;  b. Save models		Current  Contributions/additions made by most staff members  Frequency of use  Incorporated in to orientation programs for new staff	



Target Area	Action Steps		Supporting Information	Metrics/Evidence of Success	Results
	7	Develop alternate and multiple forms of professional development models for employees' learning and growth, including flexible use of school calendar time and extended time	Match available time with appropriate models; Focus on learn, apply, learn apply cycle	Options published  Choice  Consistency of topics in order to provide depth of learning and effective application  Employees' formal feedback	
	8	Customize/personalize job-embedded learning opportunities for professional learning communities and individuals when applicable ; choice and differentiation when possible	Needs and priorities must be tightly defined	Employees' formal feedback	
	9	Expand the use of technology: Pelham You, webinars, Google groups, on-line learning, tutorials, etc.	Maximize time and resources	Announcements of opportunities  Frequency of use  Employees' rating of technology based learning	

\*\*Denotes recommendation also made by Diversity Task Force

**Action steps in bold print will be the first priority steps in 2014**