

# Pelham Public Schools Strategic Plan 2019-2024

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## Preamble

- The Pelham School Community will develop empowered, adaptable, well-balanced individuals who are equipped to meaningfully contribute to our local, national and global society.

## Goal 1: Cultural Competence

- Cultivate an empathetic, inclusive and equitable school community that values and encourages respect, voice and agency for all
  - Guiding Principle: A culturally competent system that fosters a deep sense of belonging strengthens the educational experience and overall success for all children.

## Action Items:

- Increase student voice and agency within the K-12 system
- Examine curriculum, instruction, resources, and assessments to insure that they reflect principles, values and lessons of inclusivity and equity
- Increase partnerships with community stakeholders
- Teachers, administrators, staff, and students routinely exercise an awareness and understanding of culturally responsive theory and practice
- Align recruitment, hiring and on-boarding practices to:
  - 1. Build a more diverse staff
  - 2. Screen for understanding and appreciation of cultural proficiency in hiring process

## Goal 2: Authentic Learning

- Develop innovative problem solvers, critical and creative thinkers, effective communicators and strong collaborators who can apply their knowledge and skills to navigate real world challenges.

## Action Items:

- Explore new and advance previous efforts in providing relevant and authentic experiences for all learners.
- Explore, study, and recommend ways to use time more effectively and efficiently in our schools and classrooms.
- Explore, study, and recommend ways to use space more effectively and efficiently in our schools and classrooms.

## Goal 3: The Whole Child

- Deepen our systemic academic and social-emotional supports for the health, safety, and well-being of the whole child, recognizing that our learners need to balance academic, physical, social, and emotional demands.

## Action Items:

- Research and determine priorities on District's beliefs about what constitutes a healthy environment
- Form a district-wide Academic Multi-Tiered System of Supports (MTSS) committee and develop a district-wide plan
- Develop a district-wide Social Emotional MTSS committee to create a shared framework and identify approaches to social and emotional competencies K-12