Cultural Competence

Goal: To 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 and strengthens the educational experience and overall success for all children.

Agreed upon definitions:

Agency: A point at which views translate into actions such as making decisions, and influencing change. (Empowerment) The concept of "student agency" involves four distinct components. The first three are temporally linked covering future, present, and past:

- Setting advantageous goals;
- Initiating action toward those goals; and
- Reflecting on and regulating progress toward those goals: and
- A belief in self-efficacy - whether one believes they can act with agency actually enhances or diminishes that agency

Competence: Implies having the skill and capacity to work effectively with culturally diverse individuals.

Culture: A common set of beliefs, norms, values, perceptions, and connections that help define us as individuals and refers to a shared set of attributes.

Voice: The ability to express views freely, and be heard. In education, student-voice refers to the values, opinions, beliefs, perspectives, and cultural backgrounds of individual students and groups of students in a school, and to instructional approaches and techniques that are based on student choices, interests, passions, and ambitions.

Action Steps *What Will Be Done?*	Evidence of Success *(How will you know that you are making progress? What are your benchmarks?)*	Evaluation Process *(How will you determine that your goal has been reached? What are your measures?)*
Step 1: Increase student voice/agency within the K-12 system ● Clubs and activities generated/created by and led by student - annual interest surveys for all students grades 4-12 ● Fluidity of curricular topics: short and long term opportunities ● Form student focus groups to provide feedback/input regarding the curriculum and to shape future offerings and content ● Expand leadership and service opportunities K-12 both within the schools and across the greater community ● Measure students' opinions of our schools' cultures and climate annually ● Review Student Government practices (K-12)	● Higher student participation rates ● New opportunities implemented that are proposed by students ● Responses on student surveys ● Revisions to curriculum ● Improved student motivation ● Decreased number of student referrals ● Improved decorum in schools	● Increase in student involvement ● Student surveys ● Collect stakeholder feedback via meetings/ surveys ● Revision of Student Government policy and procedure ● Direct observations in classrooms ● Review of curriculum ● Teacher/ student surveys ● Data analysis

● Incorporate purposeful invitation and inclusion for student voice in classrooms		● Feedback from faculty & staff ● Monitor disciplinary trends/ student concerns
Step 2: Examine curriculum, instruction, resources, and assessments to ensure that they reflect principles, values and lessons of inclusivity and equity ● Research and adopt or develop criteria/ ● guidelines for screening and recommendations of new resources ● Provide school/classroom libraries and online resources that reflect the diversity of our community, region, nation and world ● Professional learning for teachers to create an environment that supports all learners and encourage them to share their diverse perspective	● Revisions to curriculum ● Positive feedback from stakeholders ● Revisions to curriculum ● Positive feedback from stakeholders	● Evaluation of adopted criteria and resources from all stakeholders ● Faculty Committee review ● Parent/ Community review
Step 3: Increase partnerships with community stakeholders ● Hold a CampbellJones learning session for the community in October ● Seek Pelham Education Foundation's financial support ● Invite PTA leaders to CampbellJones training ● Incorporate site-based teams and PTA as resources for community goals, opportunities, and lessons to greater parent community	● Community participation and subsequent feedback	● Exit feedback from community and PTA following training ● Community and PTA agency in turnkeying learning to the larger community
Step 4: Teachers/ admin/ staff/ students routinely exercise awareness and understanding of culturally responsive theory and practice ● Adopt core terms and definitions for common use and shared understanding across the district ● Foster and deepen empathetic and inclusive school climates by understanding what empathy in schools is/looks like and how it is practiced ● Review current policies and procedures with a focus on opportunity, access, support for all (sports sign up, discipline, code of conduct, dress code, DASA) ● Eliminate barriers to access so that all students and parents are	● Decrease in student complaints and referrals ● Decrease in teacher/ parent concerns about staff/ student behaviors ● Full participation in regular district processes by all families without undue difficulty ● Positive feedback from	● Monitor disciplinary trends, track suspensions, and student/ parent/ staff concerns ● Observation ● How many parents and students are reporting access issues regarding district processes and systems? ● Exit surveys

able to fully participate in all school activities/processes/systems e.g., portal, sports, access to Chromebooks, multiple forms of payment ● Hold administrative training with CampbellJones ● Hold CampbellJones training for staff and community	participants	
Step 5: Align recruitment, hiring, and onboarding practices to build a more diverse and culturally proficient staff ● Screen for understanding and appreciation of cultural proficiency in the hiring process ● Widen recruitment, advertising, and networking to reach diverse audiences ● Partner with colleges and Universities to actively recruit candidates ● Include topics of cultural proficiency, appreciation of diversity (all facets), and experience with diverse populations in interview questions for all staff positions ● Emphasize goals in new staff orientation ● Provide annual cultural proficiency training for new hires (online, readings, and/or in-person)	● Number of minority educators and staff interviewed and hired ● Improved interview questions ● Sessions held	● Monitor trends in applications, candidates interviewed, and demographics of staff ● Survey staff regarding their assessment of their working environment. Disaggregate results by race and ethnicity. ● Monitor trends in applications, candidates interviewed, and demographics of staff ● Evaluations, exit surveys

Authentic Learning

Goal: 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.

Agreed upon definitions:

Authentic learning: According to Rule (2006), "The four themes supporting authentic learning are: An activity that involves real-world problems and that mimics the work of professionals; the activity involves presentation of findings to audiences beyond the classroom, use of open-ended inquiry, thinking skills and metacognition, students engage in discourse and social learning in a community of learners, and students direct their own learning in project work."

Action Steps *What Will Be Done?*	Evidence Of Success *(How will you know that you are making progress? What are your benchmarks?)*	Evaluation Process *(How will you determine that your goal has been reached? What are your measures?)*
Step 1: Explore new and advance previous efforts in providing relevant and authentic experiences for all learners. ● Define and integrate common language regarding Authentic Learning in schools, and what it looks like (characteristics) in the classroom ● Examine the extent of authentic learning experiences through classroom observations ● Establish professional learning experiences for administrators and teachers on authentic learning ● Integrate the Pelham Inquiry Cycle as a framework for advancing authentic learning experiences ● Explore partnership with the Performance-based Assessment Consortium and/or other associations to promote a more authentic learning culture ● Plan for the extension of the 10th grade IB Personal Project, and consider the implications on the 8th grade IB Community Project ● Research success of the 12th-grade senior internship program, and recommend the prospect for expanding to all students K-12 ● Invite stakeholders and alumni to participate in the exploration of new and better ways to expand authentic learning	Direct observation of authentic learning experiences, which include: ● Activities which involve real-world problems, reflecting the work of professionals ● Demonstration of experiences to audiences beyond the classroom ● Demonstration of relevant, open-ended inquiry, thinking skills and metacognition ● Engaging in discourse as a community of learners ● Self-directed meaningful learning, involving voice, choice, and agency	● Development and use of rubrics which assess authentic learning experiences ● Teacher and administrative observations ● Stakeholder feedback on the extent of authentic learning experiences ● Depth of student performance assessment / authentic learning experiences ● External (Tri-States, IB, etc.) and Internal (instructional rounds, observations, community events)

Step 2: Explore, study, and recommend ways to use time more effectively and efficiently in our schools and classrooms. ● Develop a team of stakeholders to evaluate scheduling needs across the district, among all schools ● Collect stakeholder feedback on scheduling needs in the district ● Study ways to incorporate time for the development of students' social/emotional learning ● Collaborate with experts in the field of school scheduling to better understand best practices and ways to implement changes ● Provide recommendations and considerations for the district to implement ● Create better opportunities for vertical and horizontal teachers' collaboration and professional learning time ● Establish professional learning experiences for teachers and administrators in the effective and efficient use of time in our schools and classrooms	● Teachers use classroom time in new and better ways to deepen learning ● Extended time is accompanied by changes in instructional practices to improve learning performance ● Flexible scheduling facilitates variety in student supports and social-emotional development experiences ● Teachers find more time for collaboration and conversation about children and learning	● Stakeholder feedback on the extent scheduling changes enhance teaching and learning ● Greater evidence of student critical thinking, creativity, collaboration, and communication skills ● More efficient staff and facility utilization ● Use of Inquiry process as evidenced in Teacher and administrative observations ● External (Tri-States, IB, etc.) and Internal (instructional rounds, observations, community events)
Step 3: Explore, study, and recommend ways to use space more effectively and efficiently in our schools and classrooms. ● Establish a team of stakeholders to guide the district's integration of student-centered learning experiences and flexible learning environments ● Collect stakeholder feedback on ways to enhance student-centered learning experiences ● Continue to seek regional partnerships in expanding knowledge about flexible learning environments ● Design and develop universal learning commons at each school, and integrate prototype flexible learning classrooms across the district ● Design professional learning experiences for administrators and teachers use of space more effectively and efficiently in our schools and classrooms ● Review district facilities to examine ways to optimize new and alternative areas for learning	● Teachers and students report learning as more calm, focused, alert, and productive ● Greater student control and ownership over the learning experience and environment ● Improved opportunities for students as co-designers, collaborators, creators, and communicators ● Students become more active, engaged, enthusiastic learners, supporting opportunities for sharing and personalization	● Stakeholder feedback on the extent flexible environments enhance teaching and authentic learning experiences ● Increased use of student-centered instructional practices demonstrated in teacher and administrative observations ● Increased amount of furnishings to support students centered learning across schools ● Depth of student performance assessment / authentic learning experiences ● External (Tri-States, IB, etc.) and Internal (instructional rounds, observations, community events)

Whole Child

Goal: 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.

Agreed upon Definitions:

<u>MTSS</u>: Multi-Tiered Systems of Support, formerly known as Response to Intervention (RtI). MTSS is "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions" (Batsche et al., 2005)

Action Steps *What Will Be Done?*	Evidence Of Success *(How will you know that you are making progress? What are your benchmarks?)*	Evaluation Process *(How will you determine that your goal has been reached? What are your measures?)*
Step 1: Research and determine priorities on the District's beliefs about what constitutes a healthy environment ● Align Wellness Committee mission with the strategic plan. ● Research whole child models (ex. WSCC Model) ● Assess the current state of District's health and wellness	● Wellness Committee mission statement is aligned with the new strategic plan. ● When Whole child model is adopted and next steps determined (ex. WSCC Model) ● Based on the state of District's health and wellness, next steps identified.	● In 4 years, the 12th- grade(current 8th grade) survey will show an increase in having an adult in the building to confide in, decrease in relationship stress from teachers, and decrease in the number of students with high-level of anxiety and depression.
Step 2: Form a district-wide Academic MTSS committee and develop a district-wide plan ● Form MTSS Committee ● Inventory Current Programs (Audit) ● Develop shared understanding and language of MTSS ● Staff Training (Building MTSS Committee, Admin, Building Principals) ● Create flowchart/documents for MTSS Team (vertically and horizontally aligned)	● District-wide committee formed by September 2019. Meetings begin October 2019 ● Inventory of current programs and personnel. This will include current screening tools and progress monitoring. ● MTSS plan will clearly articulate the tiers of MTSS with a process to	● In 5 years, a greater number of students will have received intervention at various tiers throughout their k-12 school experience, with a greater emphasis on early intervention at k-5 level. Also, there will be a decrease in students being identified with learning disability and speech/language impairment. Also, the referral to CSE at the 6-12 level will

	be followed when referring students, and a systemic approach to implementation. ● Jim Wright training June and August of 2019 for admin. Training of specialized group of staff members during 2019-2020 school year. ● Creation of MTSS documents to be used by all teachers. Benchmarking, progress monitoring and universal screening tools will be identified. Develop district wide plan for housing and analyzing student data. Professional development plan will be created.	decrease.
Step 3: Develop a district-wide social-emotional MTSS committee to create a shared framework and identify approaches to social and emotional competencies K-12 ● Form MTSS Committee ● Inventory Current Programs (Audit) ● Identify and adopt a framework and implement programs for Tiers 1, 2, and 3	● Audit completed by November 2019 (agree on which programs to continue and which ones should be eliminated) ● Staff trained, a plan written and implemented	● In 4 years, the 12th- grade(current 8th grade) survey will show a decrease in anxiety, depression, and substance use. The number of high school students being hospitalized and classified will be on a downward trend.