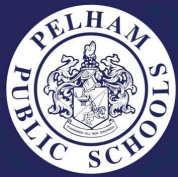


# Pelham Public Schools

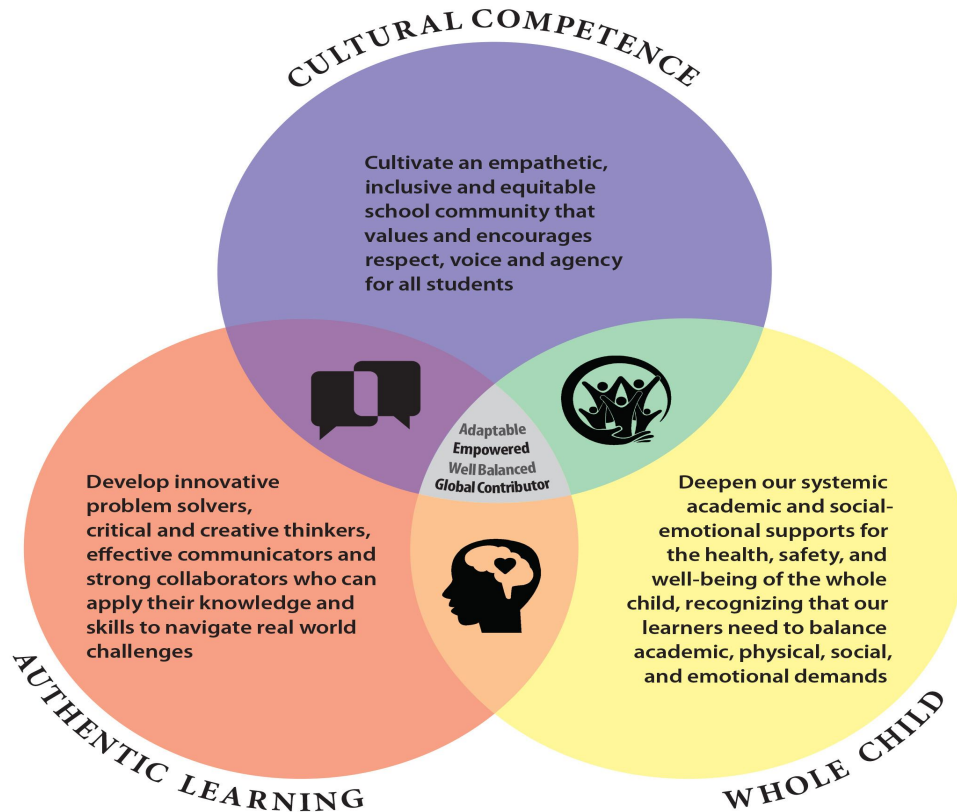
## Mid Year Update 2019–2020 School Year

Dr. Cheryl Champ,  
Superintendent of Schools  
January 15, 2020

*Developing empowered, adaptable, well-balanced individuals who are  
equipped to meaningfully contribute to society*



# Pelham Public Schools

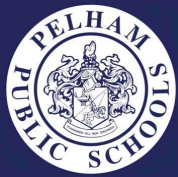




# Pelham Public Schools

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

*Developing empowered, adaptable, well-balanced individuals who are equipped to meaningfully contribute to society*



# Pelham Public Schools

I. 21st Century Learning\*



Authentic Learning

II. Social / Emotional Learning\*



Whole Child



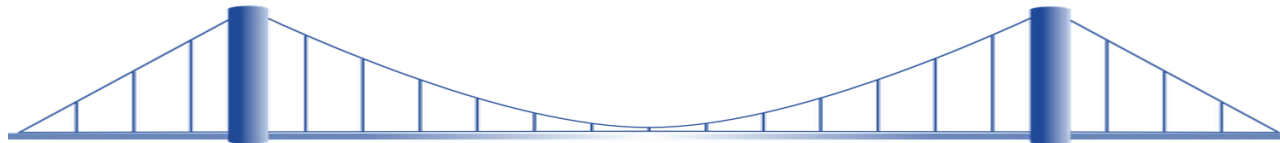
Cultural Competency  
*\*Diversity Task Force Influences*

III. Networks of Support\*

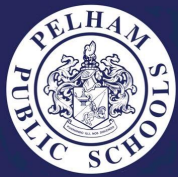


*Underpins all efforts*

IV. Professional Learning\*

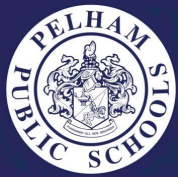


*Developing empowered, adaptable, well-balanced individuals who are equipped to meaningfully contribute to society*



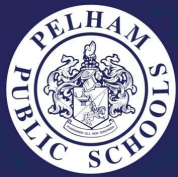
# Pelham Public Schools

- Define and integrate common language regarding Authentic Learning in schools, and what it looks like (characteristics) in the classroom
- 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
- Examine the extent of authentic learning experiences through classroom observations
- Establish professional learning experiences for administrators and teachers on authentic learning



# Pelham Public Schools

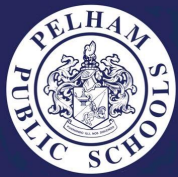
- Collaborate with experts in the field of school scheduling to better understand best practices and ways to implement changes
- Establish a team of stakeholders to guide the district's integration of student-centered learning experiences and flexible learning environments
- Continue to seek regional 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
- Establish professional learning experiences for administrators and teachers use of space more effectively and efficiently in our schools and classrooms



# Pelham Public Schools

## Updates:

- Developed a definition for “authentic learning” with steering committee members
  - **Authentic learning** occurs when students participate in an experience that addresses **real-world problems** and **mimics the work of professionals**; involves **presentation of findings to audiences beyond the classroom**; requires **open-ended inquiry**, thinking skills and **metacognition**; and allows **students to engage in discourse and social learning** in a community of learners in which **they direct their own learning** (Rule, 2006).
- Analyzed community feedback on Authentic Learning goal through the *ThoughtExchange* app to inform coursework and learning opportunities (i.e. personal finance in Economics)
- Report on teaching and learning experiences during School Board meetings: Work Session on September 24, 2019
- IB Committee revised timelines for the extension of the 10th grade IB Personal Project to provide greater flexibility for implementation (building leadership transition will impact efforts)
- Preparation for TriState visit in February 2020 on Science K-12 (emphasis on Inquiry Cycle)

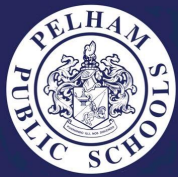


# Pelham Public Schools



Administrators working  
with scheduling  
consultant  
Dr. Michael Rettig





# Pelham Public Schools

## Updates:

- Administrative Leadership Team collaborating with Dr. Michael Rettig to learn more about K-5 and 6-12 scheduling opportunities
  - Four days of professional learning: November 7 & 8 and December 17 & 18
  - Possible follow-up in February and May 2020
- K-5 question: What are the instructional and staffing implications of moving FLES to an ENCORE?
- 6-12 question: In what ways can we increase daily contact time during class period (beyond 41 minutes)?
- K-12 question: In what ways will social/emotional well-being influence school scheduling?

NOTE: These efforts are for exploration purposes in advance of a larger stakeholder review of scheduling in the future.



# Pelham Public Schools



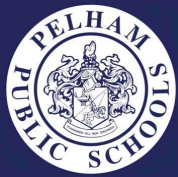
Third grade students work together during their “Hour of Code” using innovative classroom furniture. Use of flexible furniture, which is being piloted at all schools, makes classrooms more adaptable to student and teacher needs, which helps students be more engaged and facilitates greater collaboration and communication. The District will be budgeting to expand the use of this new furniture over the next several years.



# Pelham Public Schools

## Updates:

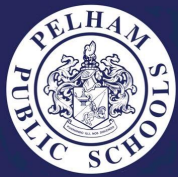
- Innovation Committee Meeting on October 23, 2019, January 14, 2020
- District Innovation Committee and Administrative Leadership Team planning for implementation pilot locations throughout district:
  - Middle School Library Media Center [Spring 2020]
  - Four elementary Classrooms [Spring 2020]
  - 6th grade and 8th grade Classroom [Spring 2020]
  - Colonial Library Media Center [Spring/Summer 2020]
  - Prospect Hill Library Media Center [Summer 2020]
  - Siwanoy Media Center [Summer 2020]
- Pioneer teachers integrating flexible learning in classrooms
- Professional learning text: *Strategic Classroom Design: Creating an Environment for Flexible Learning* (Jessica Martin)



# Pelham Public Schools

## The Whole Child:

- Research and identify a clear vision for what constitutes a healthy environment for the Pelham Public Schools.
- Develop Multi-Tiered System of Supports (MTSS) committees to create a shared framework and identify approaches to providing equitable access to academic and social-emotional supports to all students.

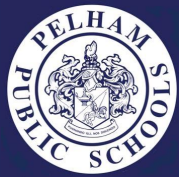


# Pelham Public Schools

## Updates:

- The District Wellness Committee has been focusing on defining a 'healthy environment' for our district. Some of the work has included reviewing the results of the HAS survey and researching how other districts are addressing wellness for their students. We will continue to review guidance from NYSED and mental health agencies, and research that addresses creating a balanced and healthy environment for our students.
- The District and school-based MTSS committee members have started receiving training and identifying gaps in our current practices. The elementary team is working on developing consistent practices and procedures across the four buildings, and the first cohort of teachers receiving Responsive Classroom training will conclude their training in March. We will be identifying the next cohort of teachers in the coming months. The Secondary teams are working on revising MTSS procedures and practices to better identify and provide academic interventions as well as finding a social/emotional skills-building program.

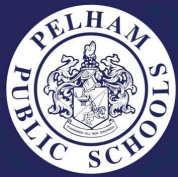




# Pelham Public Schools



Teachers collaborate on Responsive Classroom professional learning



# Pelham Public Schools



## Responsive Classroom: The Morning Meeting

Responsive Classroom is a research-based Tier 1 approach to social-emotional learning being introduced in grades K-5. Below are the four elements that compose the Morning Meeting, a routine that provides a social-emotional foundation for all

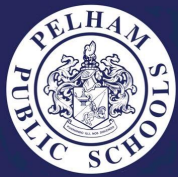


# Pelham Public Schools

## Cultural Competence:

- Create a greater sense of connection and belonging by increasing student voice and agency within the K-12 system
- Examine curriculum, instruction, resources, and assessments to ensure that they reflect principles, values and lessons of inclusivity and equity
- Increase partnerships with community stakeholders to build greater interconnectedness
- Foster a school culture that is responsive to and inclusive of all students and families by empowering teachers, administrators, staff and students to routinely exercise awareness and understanding of culturally responsive theory and practice
- Aligning recruitment, hiring, and onboarding practices to build a more diverse and culturally proficient staff that mirrors the diversity of our students and community





# Pelham Public Schools

- Cultural Proficiency Cohort 2
- District Cultural Competence Committee Subgroup work
- Building specific diversity committee initiatives
- Diversity Book Bag expansion
- No Place for Hate implementation (PMS/PMHS)
- Paper Clips Project (PMS)
- Squads (PMHS)
- K-12 Civil Discourse and curriculum analysis and training

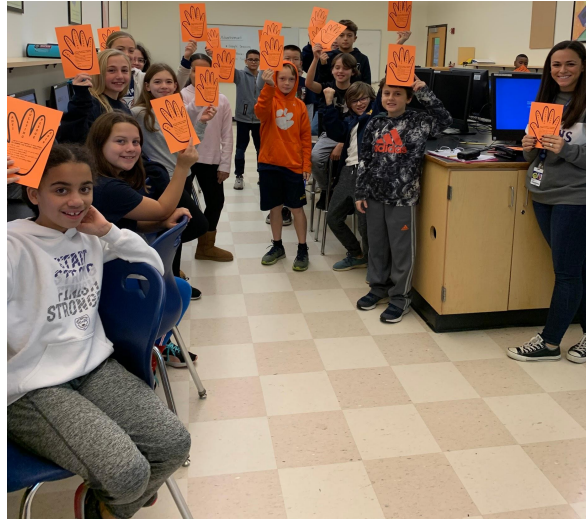




# Pelham Public Schools



Diversity Book bag Program



MS School of Character/  
No Place for Hate



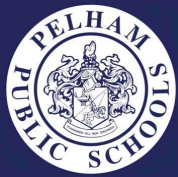
Encouraging Civil Discourse



# Pelham Public Schools

## Updates:

- Expanding presence on minority recruitment websites (NEMNET)
- Leading a regional diversity educator recruitment fair (February 29, 2020)
- Incorporating culturally proficient interview questions
- Anticipated openings:
  - PMHS Principal
  - PMHS AP
  - Siwanoy Principal
  - 8 teaching/PPS positions
  - Siwanoy School Nurse



# Pelham Public Schools

People having experienced training so far this year:

**6367**

Hours of training conducted so far this year:

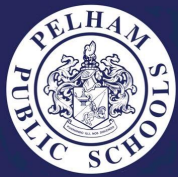
**577**

Total time invested in implementation so far this year:

**21,035**

Faculty Feedback:

<https://my.thoughtexchange.com/report/72f152e722b39f62b920c5644b72f5bb>

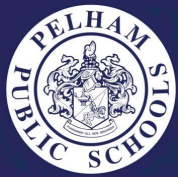


# Pelham Public Schools

Develop a responsible budget that manages the District's short and long-term finances in a way that balances the preservation of program, staffing, and operational efficiencies.

Update:

- Budget preparation began in the fall
- Leadership team meetings occurring throughout January
- Scheduling and staffing timelines shifted earlier to better align with budget process
- Budget priorities:
  - Aligns with strategic plan
  - Meets needs before wants
  - Is tax cap compliant
  - Is sustainable



# Pelham Public Schools

Oversee implementation of the 2018 Bond Referendum projects, administering all processes necessary to adhere to established timelines and budgets, and implementing a plan for transparent collaboration with the Board and community.

Update:

- Hutchinson site work completed August 2019
- Glover Complex work anticipated to be completed May 2020
- PMHS/PMS bids received in December, bids to be awarded January 29
- Hutchinson School rebid opening January 16, bids to be awarded January 29
- Prospect Hill plans approved by NYSED, awaiting guidance from Bond Steering Committee on next steps
- 314 Pelhamdale plans at NYSED





# Pelham Public Schools



Glover Field Construction Underway



Hutchinson Site Prep Complete