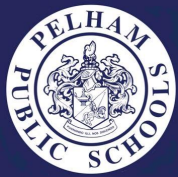




Pelham Public Schools

A Year in Review 2021-2022





2021-22 Goals

Aligning with our commitment to fiscal responsibility, our mission and the District vision statement, which emphasizes high expectations, creative and critical thinking, sense of belonging, and continuous improvement, the Board and Superintendent will focus on the following systemic goal areas:

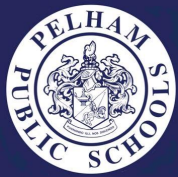
1. Prioritize the highest quality full time in-person education possible for all Pelham students, supporting their physical and emotional health, while balancing the safety needs of students and staff as we continue to work within the context of the pandemic.
2. Work to renew our student-centered high achieving academic culture after the challenges of 2020-21, by deepening our relationships, connections, and networks of support with and for students and staff. Return to multiple avenues of communication and in-person engagement with our greater Pelham community.
3. Oversee implementation of the District's Strategic Plan including updated action plans to support specific, meaningful, and observable outcomes in the following strategic goal areas:
 - Cultural Competence - Cultivate an empathetic, inclusive and equitable school community that values and encourages respect, voice and agency for all students.
 - 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.
 - 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.



Year In Review 2021-22

Prioritize the highest quality full time in-person education possible for all Pelham students, supporting their physical and emotional health, while balancing the safety needs of students and staff as we continue to work within the context of the pandemic.

- a. Implement DOH guidance and relative mitigation strategies to minimize health risks within the school environment
- b. Restrict school facilities use to balance provision of programs with health and safety of students
- c. Implement a COVID testing program to monitor the prevalence of COVID 19 in our schools and assess the effectiveness of and adjust our mitigation strategies as needed
- d. Implement additional transition supports and social and emotional learning opportunities to assist students in overcoming the impacts of the past year
- e. Support approaches to instruction that move away from hybrid and toward restoration of student centered, in person pedagogies
- f. Provide high quality, in person professional learning and coaching opportunities for teachers to the greatest degree possible while balancing health and safety needs
- g. Identify and implement a data dashboard to provide a high level view of multiple data points to assess student and programmatic areas of need, growth, and success



Student Supports

- Additional psychologists at elementary & secondary using federal funds
- Elementary Wellness programs such as [Fly Five](#)
- Dialectical Behavior Therapy
- [Transition Supports](#) (e.g. 9th grade bonding, 6th & 7th grade assemblies)
- [MTSS Process](#)
- Additional Interventionists
- PMHS Learning Lab





High Quality Professional Learning

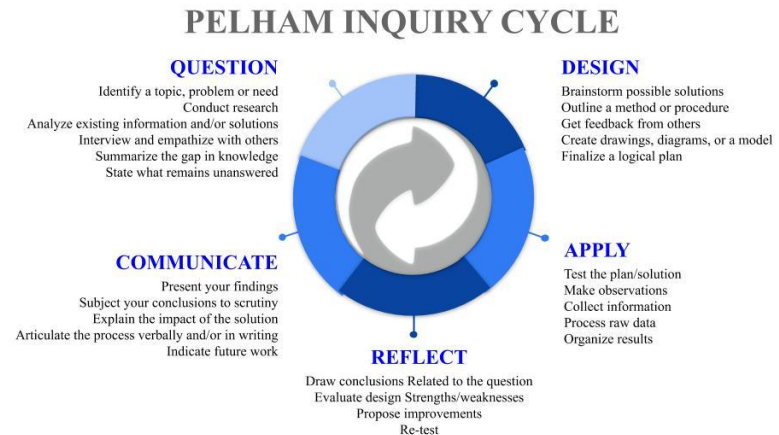
- Responsive Classroom
- Teachers' College Workshop Model
- Math in Focus
- Science 21 Expansion to Grade 4
- Facing History in Ourselves
- Technology Integration
- Multi-Tiered Systems of Support
- Dialectical Behavior Therapy
- International Baccalaureate Reauthorization at Middle School
- Professional Learning Communities
- Teacher Selected Workshops (My Learning Plan)





Student Centered Learning

- Teachers' College, Math in Focus, Science 21
- Make a Change projects
- International Baccalaureate Community Projects
- Pelham Inquiry Cycle
- Music, visual art, theater
- Project Based Assessments
- Science Research
- Guest Speakers
- FLES
- BOCES Vocational Programs





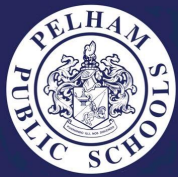
Data Dashboard

Branching Minds for MTSS

- Began in Winter 2020-21
- Focus on internal use to identify student learning needs and provide supports
- Delay in response by vendor regarding data privacy (AIMSweb)
- Engaging with vendor to integrate various data sources
- NYS Testing data and AIMSweb will be available to view via Branching Minds in Fall 2022
- Need to plan PD for users

MORIC dashboard development

- Began in January 2022
- Met with Mohawk Regional Information Center (MORIC) in February 2022 to understand their work with Beaver River Central School District (NY)
- Development of a dashboard would be fully deployed in Fall 2023, with considerable cost
- Not a viable option at this point due to timetable (12-16 months to construct)



Initial Data To Be Included

- Student Information (Infinite Campus or Data Warehouse)
- State Testing Data (Data Warehouse)
- English as a Second Language Assessments
- Pelham Internal ELA Assessments
- AimsWeb +
- Dreambox
- Forefront



Year In Review 2021-22

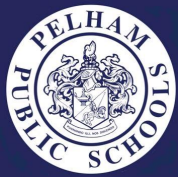
Work to renew our student-centered high achieving academic culture after the challenges of 2020-21, by deepening our relationships, connections, and networks of support with and for students and staff. Return to multiple avenues of communication and in-person engagement with our greater Pelham community.

- Partner with Pelham Together, Civics, and other community organizations to provide resources to students and families to meet personal needs that support student readiness to learn
- Provide supplementary academic and emotional support to struggling and/or underserved students to improve outcomes
- Highlight student achievement and excellence
- Attend BOE coffees to engage with community on timely topics of interest
- Hold round table discussions with parents/community on relevant topics as identified in collaboration with the BOE



Community Partnerships For Student Success

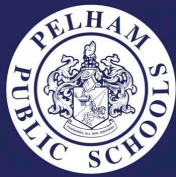
- Civics
 - Elementary Tutoring
 - Academy Plus
 - Internet Hot Spots
 - Chromebooks
 - Counseling Services
 - Fire Recovery
- Junior League "Diversity in STEM series"
- Pelham Together (e.g. Parent Transition Events at PMS)
- PEF Grants (e.g. Chris Herren, Rosalind Wiseman)



Community Engagement

- In person PTA meetings
- BOE Coffees
- Let's Talk Sessions
- In person Budget meetings
- In person/hybrid Committee meetings
- In person concerts, plays, athletics, school events





Year In Review

Oversee implementation of the District's Strategic Plan including [updated action plans](#) to support specific, meaningful, and observable outcomes in the following strategic goal areas:

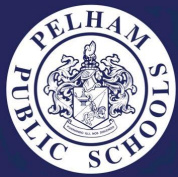
- Cultural Competence - Cultivate an empathetic, inclusive and equitable school community that values and encourages respect, voice and agency for all students.
- Authentic Learning - Develop innovative problem solvers, critical and creative thinkers, effective communicators and strong collaborators who can apply their knowledge and skills to navigate real world challenges.
- 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.



Cultural Competence

- School-based Diversity Committee Activities
- Diversity Equity and Inclusion (DEI) Policy
- DEI Coordinator
- “Boy Who Harnessed the Wind” (Diversity in STEM Series)
- Expansion of Diversity Book Bag Project
- Expansion of Building Bridges
- Celebration of Holidays





Authentic Learning

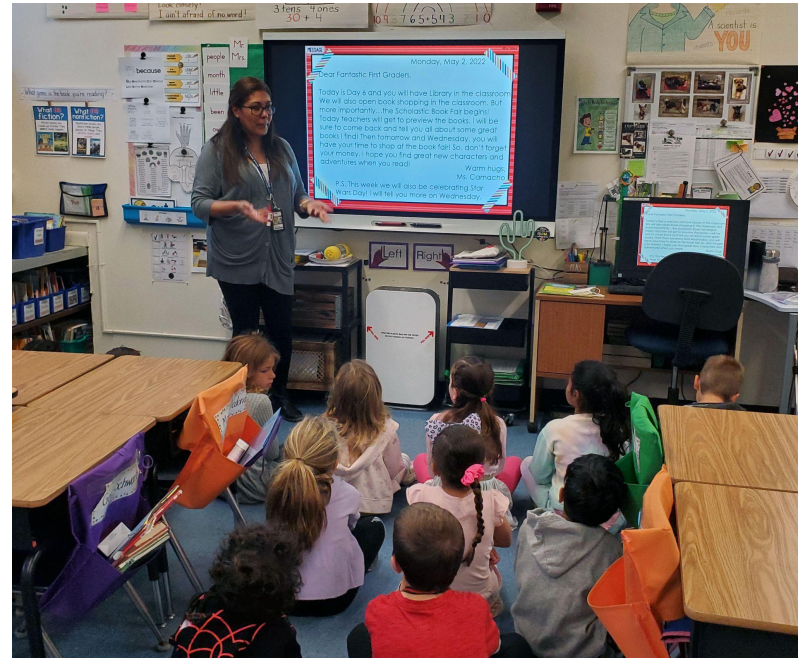
- Implementation of revised master schedule at elementary level (use of time to support learning)
- Deployment of flexible furnishings in libraries and pilot classrooms, new Hutchinson School (use of space to support learning)





Whole Child

- Responsive Classroom expansion
- DBT continuation
- Fly Five curriculum
- Transition and Wellness work
- MTSS Process improvement
- ICT Training/expansion at the elementary level
- Planning for implementation of Branching Minds
- Threat Assessment Training





Policy Work

- 3422: Diversity, Equity and Inclusion
- 7410: Academic Eligibility
- Retired: 7550: Complaints and Grievances
- New Policy: Payroll
- 7552: Bullying
- 3422: updated DEI
- 7554: DASA
- 3310: Public Access to Records
- 3121: Website Accessibility



Student Achievements



Banner year for PMHS Science Research



State championships in Hockey & Rugby



Eliana Herzog named National Merit Finalist



Liam Ginsburg Named Roger Rees Award Winner



Students represent state at National Forensic Speech competition