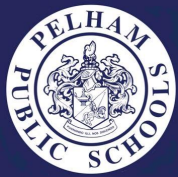




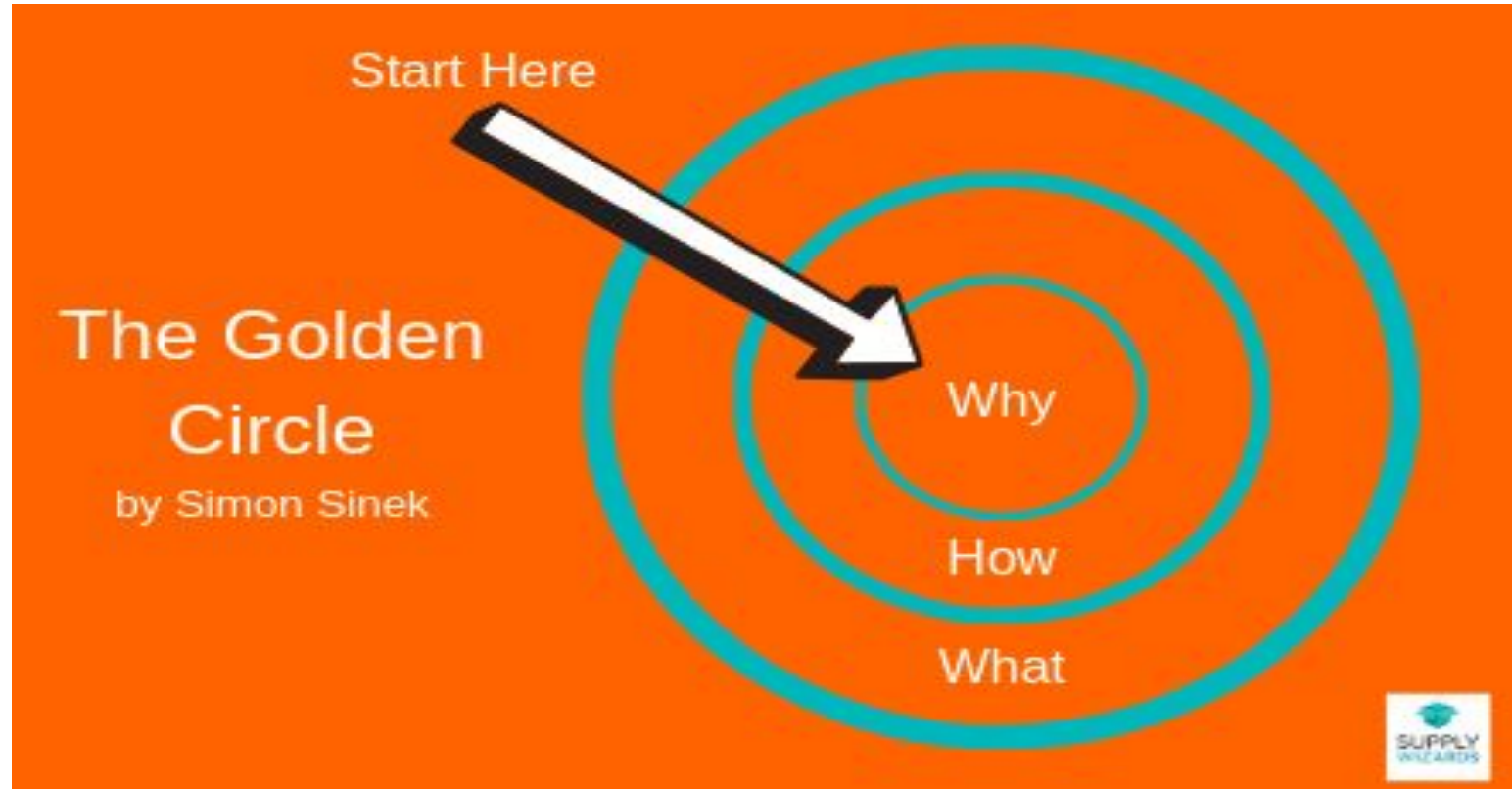
# Pelham Public Schools

## Superintendent's Mid Year Update

Dr. Cheryl H. Champ  
January 18, 2023



# “Start with the WHY”





# District Vision

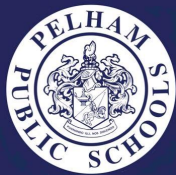
The Pelham school community, comprising The Board of Education, administrators, teachers, school staff, parents, students and community members, has high expectations and standards for all students.

The Pelham school community challenges and inspires its students to become creative and critical thinkers who make ethical choices, to work both independently and collaboratively to solve problems, to become life-long learners and responsible citizens in a democratic society, and to be prepared for the demands of a highly technological and global community.

The Pelham school community celebrates diversity, fosters a sense of belonging for all children and emphasizes the importance of contributing to the greater community.

The Board of Education, administrators, teachers, school staff, parents, students and community members all share the responsibility for public education in Pelham.

The Pelham school community is dedicated to continuous improvement and is committed to maintaining the flexibility necessary to anticipate and respond to a changing world.



# Preamble & Motto

## **Strategic Plan 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.

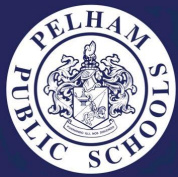
## **District Motto**

*Inspiring a Standard of Excellence for All Students*



# Goals

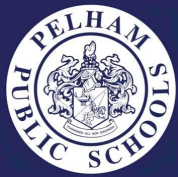
- **Goal 1:** Examine how our vision and mission are currently understood and being met, and determine what is needed to fully meet our goals in the years ahead
- **Goal 2:** Implement the next steps of the [Strategic Plan](#)



# Goal 1 Expanded

- In a series of focused conversations with students, faculty, parents, administrators, and Board members, the superintendent will gather input about what we are delivering on our vision and what is needed to continue to support that work.
- District administrators will focus on aligning professional development, supportive supervision, and observation practices with top priorities of recentering on the Core and Explore work of Teaching and Learning and implementation of the strategic plan action items.
- The district administrators will also organize structures and processes to elevate the purposeful collection, synthesis, and use of data and evidence of learning.
- The district will continue to explore and support innovation in service of teaching, learning and whole child development.





# Recentring on our Vision and Mission Through Engagement with Stakeholders

- Staff Survey
- Department and Faculty Meeting discussion sessions throughout the fall on on "What Excellence Means to Us"
- Student Focus Groups
- November 28 Parent World Cafe on Excellence
- December 3 BOE Work session on Excellence







- 
- A word cloud of terms related to education and learning. The most prominent words are 'students', 'excellence', and 'vision', all in large, bold, dark blue font. Other significant words include 'important', 'vision', 'learning', 'vision', 'needs', 'high', 'core', 'strong', 'knowledge', 'able', 'right', 'multiple', 'find', 'challenged', 'child's', 'highly', 'limited', 'student', 'academic', 'good', 'level', 'writing', 'confidence', 'achieve', 'feel', 'recognize', 'implementation', 'group's', 'everyone', 'really', 'broad', 'comprehensive', 'measure', 'individual', 'community', 'school', 'fundamental', 'measured', 'potential', 'vision', 'level', 'writing', 'confidence', 'achieve', 'feel', 'recognize', 'implementation', 'group's', 'everyone', 'really', 'broad', 'comprehensive', 'measure', 'individual', 'community', 'school', 'fundamental', 'measured', 'potential'. The words are arranged in a circular pattern, with some overlapping. The colors range from dark blue to light blue, with some words in a lighter, almost white color. The background is a solid light blue.





# Cultural Competence

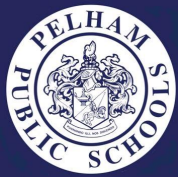
- Increase student voice/agency within the K-12 system
- Examine curriculum, instruction, resources, and assessments to ensure that they reflect principles, values and lessons of inclusivity and equity
- Strengthen partnerships with community stakeholders
- Teachers/ admin/ staff/ students routinely exercise awareness and understanding of culturally responsive theory and practice
- Align recruitment, hiring, and onboarding practices to build a more diverse and culturally proficient staff





# Cultural Competence





# Cultural Competence

**To cultivate an empathetic, inclusive and equitable school community that values and encourages respect, voice and agency for all.**

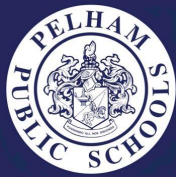
## **Core:**

- Schedule ENL Open House events on the elementary and secondary levels to support ELLs and their families as they become acclimated to the Pelham Schools community.
- Identify and administer student and staff climate surveys to assess culture of dignity, respect and belonging.

## **Explore:**

- PMS and PMHS students will engage in at least one extra or co-curricular activity per year. Coaches and club advisors will enter rosters to Infinite Campus to record participation.
- The Cultural Competence Curriculum and Instructional Resources Review rubric developed during the 2021-2022 school year will be reviewed by district and building level administrators as well as the Cultural Competency Committee for future implementation.





# Authentic Learning

**Continue the journey of exploring and implementing relevant and authentic experiences for all learners [more engaging and empowering (student-centered) inquiry-based, metacognitive learning experiences]**

- K-5 - Reinforce and support implementation of rigorous core curriculum
- K-5 - Expand 1-to-1 digital learning devices in grades K-1
- K-5 - Identify and study how multiple types of data informs teaching and learning experiences
- K-5 - Explore the addition of outdoor classrooms at all schools





# Authentic Learning

- 6-8 - Strengthen IB Implementation
- 9-12 - Strengthen Authentic Learning course offerings and teaching and learning practices in STEM
- 6-12 - Research and expand Authentic Learning experiences and practices
- K-12 - Examine the flexibility and effectiveness of professional learning time and adjust as needed

**Explore, study, and recommend ways to use space more effectively and efficiently in our schools and classrooms.**

- Embed instructional rounds/walks to support authentic learning



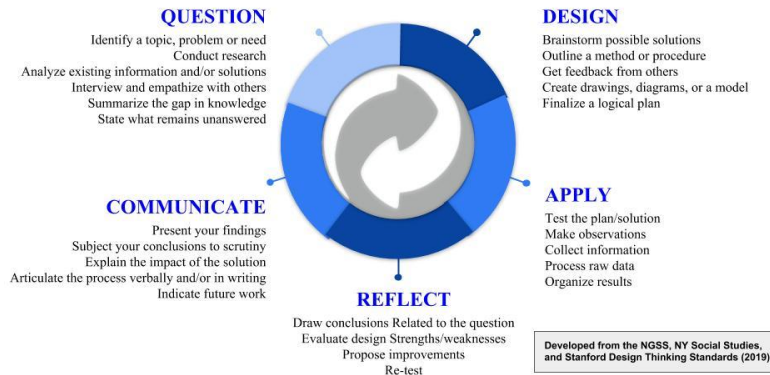
# Authentic Learning

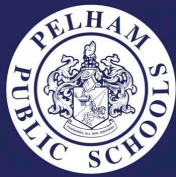
**Develop innovative problem solvers, critical and creative thinkers, effective communicators and strong collaborators who can apply their knowledge and skills to navigate real-world challenges.**

## Core:

- K-6 students will demonstrate grade level growth In mathematics using progress monitoring.
- K-5 students will demonstrate grade level growth In reading
- K-5 students will demonstrate an understanding of the Pelham Inquiry Cycle through participation in a district wide STEAM Day initiative.
- An increased number of grades 7 & 8 students will have access to accelerated mathematics course work.
- Secondary students will demonstrate writing proficiency with assured writing experiences.
- 6-12 students will engage in the inquiry process to solve authentic problems measured using task specific rubrics.
- The percentage of HS students enrolling in accelerated courses in mathematics will increase over 5 years.
- K-12 students will demonstrate growth when applying social studies skills and practices in gathering and interpreting evidence.

## PELHAM INQUIRY CYCLE





# Authentic Learning

## Explore:

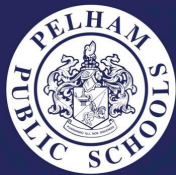
- Research, recommend, and apply to offer the Seal of Civic Readiness with incremental increases in students achieving the Seal over the next five years \*(Dependent upon district decision on IB at the high school)
- Eighth grade students at Pelham Middle School will earn a substantial (5-6) or excellent (7-8) achievement score in each of the four assessment criteria for their MYP Community Project. For more information (and the rubric) see pages 35-39 of [this guide](#).
- To prepare students for post-secondary success, college bound students will enroll in at least one college level course while in high school and career bound students will enroll in courses that prepare them for post-secondary employment.
- Increase opportunities for students to authentically showcase their learning, with specific attention paid to the creative arts (fine arts and music) and physical education/athletics.





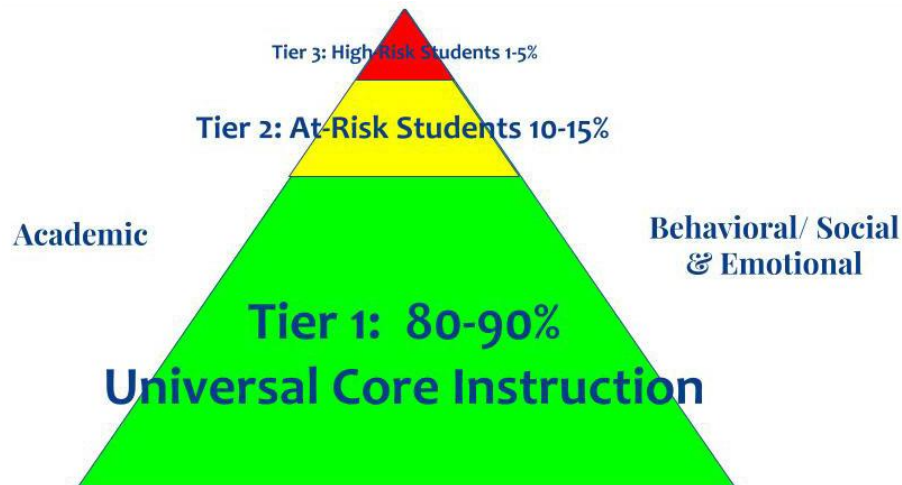
# Authentic Learning





# Whole Child

- Continue to implement research-based approaches to maintaining a mentally and emotionally healthy environment for students.
- Form a district-wide MTSS committee to oversee work and develop a district-wide plan for alignment
- Enhance MTSS District-wide





# 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.**

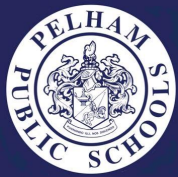
## **Core:**



- Graduating students will have an identified post-secondary plan.
- Graduating students will demonstrate meaningful participation in service to their community.

## **Explore:**

- Continue implementation of MTSS, focusing intervention strategies and resource allocation through the use of the *Branching Minds* platform.
- In alignment with NYS Social Emotional Learning Benchmark and the CASEL framework, the district will research, recommend, and apply a process for assessing student:



# Board Goal

Effectively execute our oversight responsibilities as stewards of the district's finances by developing and consistently communicating our plans for a responsible district budget, current reserve balances, and long-term facilities plan.

